OVERVIEW

For All Educational Executives December 1960

A BUTTENHEIM PUBLICATION

A TEACHER IN NAZARETH TODAY

Make It Fire Safe • *Who's Who in Congress?*
• *Designing the Non-School Classroom*

Circle **OV-101** on reply card, last page

Important Announcement To All Users Of A-V Equipment

VIEWLEX RESEARCH SOLVES PROBLEM OF FILMSTRIP STICKING

The problem of "sticking filmstrips" . . .
caused by humidity, green film, improper film coating and other film conditions . . .
has plagued the audio-visual field for years.

Now, after years of research and testing,
Viewlex engineers have solved the problem . . . with the development of
the new Viewlex "ANTI-HESIVE"® aperture plates.

Effective immediately, all Viewlex Filmstrip Projectors
will be delivered with these revolutionary, new aperture plates. For the benefit of the
hundreds of thousands of present Viewlex projector owners,
these new "ANTI-HESIVE" aperture plates may be interchanged with the aperture plates
used in any Viewlex projector made since 1950, at a nominal cost.

We feel that this development is of such great importance to our
industry and the entire audio-visual field that we cannot, in good conscience,
retain its use for the sole benefit of Viewlex. For this reason we have
made this development and its manufacturing techniques available to all legitimate
filmstrip projector manufacturers . . . at absolutely no cost.

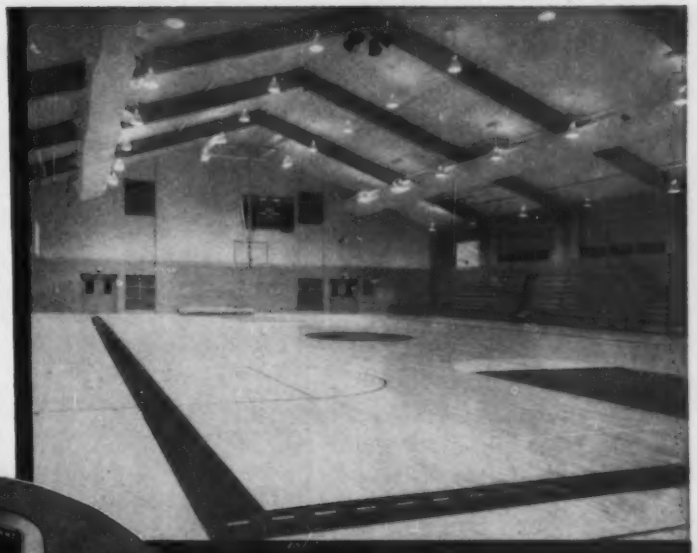
Viewlex INC.

HOLBROOK, LONG ISLAND, NEW YORK

Circle **OV-104** on reply card, last page

HOLOPHANE

Recognized Leaders in Better Lighting for Better Education



Colorado School of Mines
Golden, Colorado...
Archts.-Engrs.: Fuller, Fuller & Fuller

No. 635 LOBAY® Reflector
for 400 Watt Mercury Vapor Lamps

Wm. Diamond Junior H.S.
Lexington, Mass.... Archt.: Charles H. Cole
Cons. Engrs.: Cleverdon, Varney & Pike

Because so much in effective instruction, visual comfort and student safety depends on efficient illumination—school authorities select HOLOPHANE prismatically-controlled luminaires for every phase of educational activity... Holophane provides the best illumination for gymnasiums. Light sources are deep-shielded, eliminating glare. Reflector surfaces are kept clean by upward draft... Investigate how *quality lighting* with prismatic control—traditional with Holophane—can mean sustained advances in education—with definite reductions in costs. Write for data.

HOLOPHANE
COMPANY, INC. • *Lighting Authorities Since 1898*
342 Madison Ave., New York 17, N. Y.
THE HOLOPHANE CO., LTD., 415 KIPLING AVE. SO., TORONTO 18, ONT.

OVERVIEW

For All Educational Executives

A Buttenheim Publication

A Colleague of Yours . . .

. . . is featured in OVERVIEW this month. He is Dr. Hanna Nimr Khazen, the inspector of education in Biblical Galilee. His job is to coordinate the efforts of 500 teachers in an area where Christianity's first Teacher lived nineteen centuries ago.

In every sense of the word, Dr. Khazen is the colleague of educators here in America. As you will read in our story (pp. 33), he has problems of teacher recruitment; parents and town councils don't always endorse his goals; and the government often demands what he can least afford: his time. Doesn't this all sound rather familiar?

In that far corner of the world—Nazareth—Dr. Khazen is pursuing the cause of literacy, of individual freedom and dignity through knowledge, of peace among all men. This is your cause, also.

The world has shrunk a good deal. Each educational community is no longer as clearly fenced off as it used to be. Now its outer boundaries stretch beyond our home states, beyond Washington, beyond the oceans and take in men everywhere who are investing their talents and ideals in the next generation. Such men are unquestionably your colleagues in the most exciting profession of the past 2,000 years. This holiday season seems to be the appropriate time to publish Dr. Khazen's story. However, we must be aware of him and of men like him all year—and all the world—round.

Donald V. Buttenheim

Publisher

ASSOCIATED PUBLICATIONS

Contractors and Engineers		The American City
Municipal Index	MART	AMERICAN SCHOOL AND UNIVERSITY

Editorial Staff

Archibald B. Shaw, Editor

Theodore O. Cron, Managing Editor

L. Karen Beach, Associate Editor

Karen Markman, Assistant Editor

Arnold Bloom, News Editor

Georgette Manla, Plant Editor

Inge Nachman, Research Secretary

E. E. Halmos, Jr., Washington Bureau

Harold F. Clark, Economic Analyst

Patricia Doyle, Art Director

Helen E. Weyl, Production Manager

Walter D. Cocking, Editorial Consultant

Executive Offices

470 Park Avenue South
New York 16, N. Y., MUrray Hill 5-9250

Edgar J. Buttenheim
Chairman, Board of Directors

Donald V. Buttenheim
President and Publisher

Craig F. Mitchell, Assistant Publisher

G. E. Carney, Treasurer

G. W. Harris, Director of Circulation

Frank H. Leavy, Advertising Manager

Charles M. Mitchell

Branch Offices

Chicago: Daily News Bldg., Chicago 6, Ill. FInancial 6-4611.
Frank J. Raymond, Vice-President
John A. Raymond

Cleveland: 815 Superior Ave., N.E., Cleveland 14, Ohio. CHerry 1-1755.
Frank E. Smith

Los Angeles: 1870 Hillhurst Ave., Los Angeles 27, Calif. NOrmandy 5-5143.
Albert T. Miller
James F. Murphy

Tennessee: 121 N. Hermitage, Lookout Mountain, Tenn. TAylor 1-2853
Curtis R. Buttenheim, Southern Sales Mgr.

OVERVIEW is published monthly by the Buttenheim Publishing Corporation, 470 Park Avenue South, New York 16, New York. Edgar J. Buttenheim, Chairman of the Board; Donald V. Buttenheim, President; G. E. Carney, Treasurer. Publication office, 10 McGovern Ave., Lancaster, Pa. Second-class postage paid at Lancaster, Pa. Subscription rates: United States and Canada—1 year, $5.00; $1.00 per copy. Other Foreign Countries—$8.00 a year. Member of Educational Press Association. Microfilms, University of Michigan, 313 N. First Street, Ann Arbor, Michigan.

Copyright, 1960, by Buttenheim Publishing Corporation, 470 Park Avenue South, New York 16, New York.

Editorial Advisory Board

Terms Expire December 31, 1960

W. W. Caudill, Architect, Caudill, Rowlett, Scott and Associates, Houston, Texas

Harold B. Gores, President, Educational Facilities Laboratories, Inc., New York, N. Y.

Lawrence D. Haskew, Vice President, University of Texas, Austin, Texas

Henry H. Hill, President, George Peabody College for Teachers, Nashville, Tenn.

Arthur B. Shedd, Principal, The Fox Lane School, Bedford, N. Y.

L. H. Shepoiser, Superintendent of Schools, Wichita, Kans.

Terms Expire December 31, 1961

John E. Corbally, Jr., Coordinator, The Ohio State University, Columbus, Ohio

John H. Fischer, Dean, Teachers College, Columbia University, New York, N. Y.

James G. Harlow, Dean, College of Education, University of Oklahoma, Norman, Okla.

Bruce Miller, Superintendent of Schools, Riverside, Calif.

T. A. Roach, Superintendent of Schools, Andrews, Texas

O. Meredith Wilson, President, University of Minnesota, Minneapolis

Terms Expire December 31, 1962

James E. Allen, State Commissioner of Education and President of the University of the State of New York, Albany, N. Y.

Ridgely M. Bogg, Assistant Superintendent for Business Affairs, Great Neck Public Schools, Great Neck, N. Y.

John B. Chaffee, Superintendent of Schools, Wellesley, Mass.

Clifford M. Hardin, Chancellor, The University of Nebraska, Lincoln, Neb.

Van Miller, Professor of Education, University of Illinois, Urbana, Ill.

Herbert H. Swinburne, Architect, Nolen & Swinburne, Philadelphia, Penna.

Terms Expire December 31, 1963

Paul Cruikshank, Headmaster, The Taft School, Watertown, Conn.

Andrew A. Daly, Manager, Department of Education, International Business Machines Corp., Kingston, N. Y.

John W. Harold, Superintendent, Cedar Falls Community Schools, Cedar Falls, Iowa

Charles R. Spain, Superintendent, Albuquerque Public Schools, Albuquerque, N. M.

Richard F. Tonigan, Plant Manager, Teachers College, Columbia University, New York, N. Y.

Terms Expire December 31, 1964

Harry S. Belman, Chairman, Industrial Education Curriculum, Department of Education, Purdue University, Lafayette, Ind.

George B. Brain, Superintendent, Baltimore Public Schools, Baltimore, Md.

Vincent J. Dodge, Principal, Roosevelt School, Fargo, N. D.

Joseph O. Loretan, Associate Superintendent, Board of Education of the City of New York, Junior High School Division, Brooklyn, N. Y.

Maurice F. Seay, Director, Division of Education, W. K. Kellogg Foundation, Battle Creek, Mich.

G. Alvin Wilson, Assistant Superintendent, Business Administration, Oak Park and River Forest High School, Oak Park, Ill.

Circle OV-105 on reply card, last page

RAY NALL, BUSINESS DEPT. HEAD, WASHINGTON UNION H. S., FRESNO, CAL.

has bought over 130 Royal Manuals;
says Royal service "second to none."

"I can heartily recommend Royal typewriters without hesitation," says Mr. Nall, who began his 20th year of teaching this year. "My students are enthusiastic about Royal Manuals, too."

Incidentally, Mr. Nall recently bought a Royal Manual for his own personal use at home.

As for Royal service, Mr. Nall points out that even though Washington Union High School is 5 miles from the Fresno city limits, his calls have received prompt efficient attention..."second to none"...an important plus when machines are in daily classroom use.

Rugged Royal Manuals, with low maintenance cost, with service as close as your telephone, bring you lower *total* typewriter cost, uninterrupted classroom performance. That's why more than half of all the typewriters in the nation's classrooms are Royals! Call your Royal representative for a demonstration in office or classroom.

ROYAL® *manual*

PRODUCT OF ROYAL McBEE CORPORATION. WORLD'S LARGEST MANUFACTURER OF TYPEWRITERS.

OVERVIEW

For All Educational Executives

December 1960

33 A Teacher in Nazareth Today

The man in charge of schools in the city of Christianity's first Teacher is Dr. Hanna Nimr Khazen, an Israeli Arab. His fight to get better education for today's Nazarenes, told by Philip Gillon, is a heart-warming Christmas story.

36 Who's Who in Congress

Thumbnail sketches of the key legislators you'll be watching in the 87th Congress. They will control education legislation coming out of Washington during the next two years.

40 School Days for the Old Grad

Once it was a time for glad-handing; now, the college reunion is taking on a more serious look with the Alumni Institute, a week of classes on contemporary problems. Colorado's Victor Danilov reveals a nationwide trend among colleges and universities.

42 Teaching Languages the Army Way

Largest institution for language study in the free world is the U. S. Army Language School in Monterey. Its commandant, Col. James Collins, describes the staff, methods, and facilities used to teach 28 foreign languages to 2,000 officers and men.

45 Designing the Non-School Classroom

Demand for more education is producing teaching facilities in the most unexpected places—churches, union buildings, factories, and fire stations. Architect Michael M. Kane walks you through some of them and points up the problems in equipping these facilities.

50 Make It Fire Safe

Here is a step-by-step program for reducing the risk of fire in your institution. It includes Christmas safety suggestions you'll want your staff to read.

58 Library in the Curriculum

The library has become an inseparable and indispensable part of a sound educational program. Librarians Beatrice Katz and Emanuel Prostano report its use in classroom instruction.

60 Closed Circuit: Factory to Living Room

A novel educational television hook-up in Minneapolis beams a modern reading instruction program to 3M employees and their families, too.

61 Geared for Snow Removal

It may be pretty to everyone else, but snow causes the biggest logistics problem facing school and college administrators. Here's how three large institutions dispose of it.

Features

4 **Publisher's Memo**
7 **Letters**
11 **One View,** by Archibald B. Shaw
13 **Forum**
14 **Economic Scene,** by Harold F. Clark
16 **Calendar**
19 **Late News**
23 **Close-ups:** David Henry; Herschel Brannen
28 **Searching Through Research,** by Stephen Hencley
53 **Executive's Bookshelf**
55 **As I See It,** by Walter D. Cocking
56 **Communications Clinic**
57 **Plant News**
63 **News Round-up**
65 **Product Preview**
66 **Manufacturers' Catalogs**

Cover: Detail from 15th century wood engraving, "The Gates of Nazareth," courtesy The Bettmann Archive.

LETTERS

Learning Labs

["Language Labs: An Agonizing Reappraisal," November] contains so much common sense that it should be required reading for all school administrators and department chairmen. The shift in emphasis from the term "language lab" to "learning lab" is important by itself. . . .

The procedure sketched to insure such a breakthrough is a very practical one. It is no use starting at the top and letting the plans trickle down to the classroom teacher. . . . Even worse results may be seen when a publicity-conscious administrator rushes through a "learning lab" purchase simply to impress the public and get on the federal aid band wagon. . . .

DONALD M. CRAIG, Head, Department of Foreign Languages, Carmel (Calif.) Unified School District

This is excellent.

JOHN GUY FOWLKES, Professor of Education, University of Wisconsin, Madison

. . . We agree completely that the Electronic Learning Center, as we call it, has wide usage in fields other than the teaching of languages. We feel sure that as the schools become familiar with the equipment they will realize and take advantage of it for teaching many subjects.

. . . I would like to point out, however, that reputable manufacturers make an extensive survey before designing classroom equipment to be certain that the equipment meets to the greatest extent possible the need. . . .

B. W. HENRIKSON, Manager, Research and Development, American Seating Company, Grand Rapids, Mich.

Good article. You should do the same thing for teaching machines.

EDWARD FRY, Assistant Professor, Loyola University, Los Angeles

I agree that spending $30,000 for electronic recording and intercom-

Circle OV-106 on reply card, last page

50 SCHOOLS PER MONTH are ENRICHING THEIR SCIENCE PROGRAMS with Lab-Volt® POWER STATIONS

HAVE YOU INVESTIGATED?

SEND TODAY for complete information

BUCK ENGINEERING COMPANY, INC.

Manufacturers of Famous Lab-Volt Electrical Power Sources Designed for Teaching

37 MARCY STREET
FREEHOLD, NEW JERSEY
HOpkins 2-1111

Letters (continued)

munication equipment and then making it available only to foreign language teachers falls into the same category of educational foolishness as spending $30,000 for a school library and then making it available only to English teachers.

PAUL B. DIEDERICH, Director of Research in English, Educational Testing Service, Princeton, N. J.

As a not disinterested reader I found OVERVIEW's overall ignorance of the function and purpose of a language laboratory somewhat incredible. The language lab was specifically developed for the teaching of language as speech. . . .

That many subjects can be taught more effectively with electronic gear is undeniable, and your idea of an electronic learning lab does have merit; however, a device designed for general functions would of necessity be less effective in teaching languages than one whose specific function is to do so.

J. D. KACHER, Advertising and Sales Promotion, Radio Corporation of America, Camden, N. J.

. . . You expressed what I have often stated to be the principal difficulty with language laboratories at the moment, namely, that the manufacturer would provide equipment suitable for any educational task but is hampered by lack of information on what kind of educational tasks the laboratory is to fulfill. . . . The administrators put one in because they want the school to be up-to-date, and then the manufacturer finds it falling to his task to tell the teachers how to use it. In the meantime, no sufficient amount of research has been carried on to establish what are the most effective ways of using the language laboratory in the teaching of languages or anything else. . . .

JOHN P. HUGHES, Secretary-Treasurer, Modern Language Department, St. Peter's College, Jersey City, N. J.

. . . I am aghast at [this article]. The smart-alec tone is offensive, and the ignorance and arrogance are almost incredible.

Apparently your author believes that administrators should not learn from the experience of others, but that each should "invent gunpowder" for himself. . . .

ELTON HOCKING, Head, Department of Modern Languages, Purdue University, Lafayette, Ind.

Teaching Machine

. . . While preparing a paper, I inventoried the literature for synonyms [of "teaching machine"]; to this list should be added the Shaw "learn-o-mat" [October *Forum*]! The term "learning machine" almost never is used since it has been adopted by digital computer designers and programmers for "self-organizing" systems or computers which are capable of "learning" and performing medium-level decision-making without human assistance. Since the *machine* "learns," it has been called by that technical group a "learning machine". . . .

LEONARD C. SILVERN, Research Director, Videosonic Systems, Hughes Aircraft Co., Los Angeles

. . . I was amused to note in your October issue some evidence that there are problems of communication in a publishing firm as well as in schools. Apparently the editor of *Forum* on page 13 in his advocacy of "learn-o-mat" was not talking to the editor of "Product Review" on page 87 who still clings to the term "teaching machine."

HAROLD B. BAKER, Administrative Assistant, General Motors Institute, Flint, Mich.

Join ASCD

. . . As I read ["You Can't Join Them All"], I couldn't help but wonder why the author did not think that administrators should belong to a curriculum organization such as ASCD. The top school superintendents I know are active members of ASCD. . . .

KIMBALL WILES, Acting Dean and Professor of Education, University of Florida, Gainesville

Circle OV-107 on reply card, last page

GENUINE ECONOMY

in school facilities is assured by Sheldon quality that gives more service for your school dollar

Sheldon Total Experience Science Facilities

Hundreds of schools are getting more content into their science curriculum—and getting more results out of it—with these modern Sheldon facilities designed for modern educational needs.

Write for literature, or ask your Sheldon man.

Specify "Educationally Correct" Furniture by

E. H. Sheldon EQUIPMENT COMPANY

MUSKEGON, MICHIGAN

Circle **OV-108** on reply card, last page

The College of Wooster offers

BETTER LEARNING through BETTER LIGHTING... with Sylvania's CLASSIC Series

During the summer of 1960 The College of Wooster (Ohio) completed a major project . . . the remodeling of its chemistry building, Severance Hall.

One of the principal features of this task was the renovation of the building's electrical system and the installation of new lighting equipment.

The fixture choice for illuminating lecture rooms, library and offices . . . Sylvania's new CLASSIC Series. A combination of 2- and 4-lamp units with plastic louver shielding now provides lighting for most of the rooms in Severance Hall.

By specifying the CLASSIC, Wooster picked the fixture that combines *all* of the important features of a school lighting fixture . . . clean, attractive appearance; efficient high-quality lighting characteristics; and low-cost maintenance advantages.

The CLASSIC Series features sleek, trim lines; flared, smoothly-diffusing side panels; and slim shallowness. To satisfy individual choice, plastic louvers or plastic panels are available.

For your next school lighting project, be sure to consider Sylvania's CLASSIC. To appreciate the true beauty and application possibilities of this fixture, arrange for a demonstration of the unit itself.

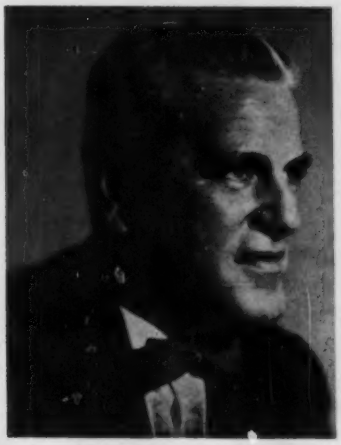
We'll gladly send you complete information on request.

Architects — Sims, Cornelius & Schooley, Columbus, Ohio
Electrical Contractor — Wayne Electrical Co., Wooster, Ohio
Distributor — Sacks Electrical Supply Co., Akron, Ohio

SYLVANIA LIGHTING PRODUCTS
A Division of SYLVANIA ELECTRIC PRODUCTS INC.
One 48th Street, Wheeling, W. Va.

SYLVANIA

Subsidiary of **GENERAL TELEPHONE & ELECTRONICS**



ONE VIEW

Archibald B. Shaw

Some Lessons We've Learned About Building

Site: Size counts. Sufficient land obtained early enough saves money and headache.

No site is an island. It's tightly tied to the neighborhood and to such things as highway and zoning plans.

Parking is here to stay, but that's no excuse for bare, square acres of asphalt.

The site, like the building, teaches. It must be planned for function, beauty, adaptability, and expansion.

Building: The one-story building is here to stay—for young children, for safety, and for adaptability.

There's no such thing as fire-*proof*—which means that our first duty is to human safety.

Daylight needs control.

Heat gain counts as much in planning as heat loss.

Flexible buildings don't get flexed much, at first.

Well-planned buildings fit loosely like a new suit for a thirteen-year-old boy; leave room for growth and change, and a few seams to be let out.

Costs: You can't save money by postponing.

There is a level of cheapness which is plain intolerable.

Cost comparison is still a will-of-the-wisp. No formula will work, but there are informed judgments.

Space utilization is an economy factor, but very heavy use creates problems of its own—like human friction.

Every new concern or gadget over-affects design.

Air conditioning is too vital to hinge on cheapness.

To costs of construction, equipping, operating, and maintaining must be added costs, if any, of *inconvenience* (waste of time and energy), *discomfort* (ill health, absenteeism), and *restrictions* on program.

Planning: Nobody yet has planned perfectly—but nobody's excused from trying to be the first.

Predictions of program are poor—but if we don't build better than we first use, we will build for out-moded use.

No single person—architect, engineer, consultant, administrator, teacher, custodian—knows enough to plan a good plant. Together they have a fighting chance.

We'll plan better when we've learned how to profit from our past mistakes and success.

Program: Two enemies of improvement: inertia and untempered enthusiasm. Another: the too-tight plant.

More and more gadgets and machines are coming to help us learn skills and absorb information.

Acquiring wisdom, values, and responsibility—and an inquiring mind—will still call for concerned, capable, human guidance.

Elementary schools are easier to plan because we know more about children, their needs, and how to meet them.

Every kid counts—but the lucky ones are those who somehow fit our present school and college patterns.

We know that education is a lot more than getting skills and information, but those are easiest to measure.

Experimentation and research are great words—but call for pretty special caution when applied to programs that affect the living as well as the learning of children.

People: People don't stay put—they are mobile.

They love children—at least until adolescence.

Every educational institution is for people, and for their programs of learning.

Those who teach are people, and pretty important, too. You get them easier, keep them longer, and stimulate them to do better when you provide space and resources and a demonstrated concern for them and their work.

People can stand a wide range of light, noise, and air; but they do better and feel better in better conditions.

People tend to want high standards, rigorous discipline, large classes, and automated teaching—for other people's children.

They tend to want individual attention, great teachers, small classes for the gifted—and their own child.

Resident students are people—and it's time for somebody to tell us what dormitory provisions help or hinder the great aims of education for their students.

We'll never know everything about people, or how they learn, because we ourselves are people, too. So let's be humble. ●

Circle **OV-109** on reply card, last page

ON TARGET? WHICH TARGET?

New buildings . . . new equipment . . . increased salaries . . . which should be the target of your institution's fund-raising plans?

Probably, you must hit all of these targets with only a few rounds of financial ammunition. This kind of "marksmanship" demands broad and deep experience in performing similar feats.

For more than 47 years and in over 3550 projects, the American City Bureau has "scored" repeatedly in an endless combination of fund-raising problems and circumstances.

Why not set your sights on the "bullseye" of success by drawing upon this wealth of experience? You can start by writing for a copy of our brochure "A New Dimension in Expansion Planning".

American City Bureau

PROFESSIONAL FUND-RAISING COUNSEL

3520 PRUDENTIAL PLAZA • CHICAGO 1, ILLINOIS
470 PARK AVENUE SOUTH • NEW YORK 16, NEW YORK
410 FORUM BUILDING • SACRAMENTO 14, CALIFORNIA

FOUNDING MEMBER AMERICAN ASSOCIATION OF FUND-RAISING COUNSEL

FORUM

If Only . . .

The prolonged tension of those watching presidential election returns, the ups and downs of margins, the long uncertainty in some of the larger states, and the incredibly narrow majority in many, all made for a memorable November 8th. And surely leaders and workers of both parties must have reacted repeatedly with an "if only. . . ."

It reminds us of a certain school bond election which squeaked through by some almost equally slim margin—in a district where such votes were thought close when they got down to 3–1. The issue was for a plant rehabilitation program. An advisory committee to the board of education had studied long and effectively, maintaining the closest communication with the board which had appointed it. Its recommendations, carefully supported, called for a $3 million program, to be authorized immediately. The board chose to ask for about half the amount and leave to later boards the determination of needs which the present board did not regard as pressing. After the election one group (including many of the advisory committee) concluded that the margin would have been much greater if only the board had put up the whole program, while another group (including many of the board) deduced that they had risked defeat because they had asked for a dangerously large part of the program.

We don't pretend to know what would have happened in Texas or in California if only. . . . Nor does that kind of post mortem seem constructive. But we do hope that neither party concludes that it would have triumphed "if only" it had swept more problems under the rug.

There is unfinished business, and saying that much of the business of society will always be unfinished is not enough. Only by grappling with such problems as appropriate federal support of education, for example, can we deserve of our young people or earn from the world's uncommitted respect and emulation not just for our material success but more lastingly for our ideals. The only "if only" that counts is "if only" we can now rise together to the great opportunities which are ours.

The Ethics of Endorsement

"I smoke Winboros because . . ." is not often found with the name of an educator attached. Yet a concerned educator sent us copies of his letters to the executive secretaries of three of our great professional associations, in which he questions the professional ethics displayed in advertisements "in which practicing teachers, principals, or superintendents proclaim that such and such a product is superior and is being used in their schools."

We checked OVERVIEW's twelve issues, in which there ran about a thousand ads. Nineteen ads included or featured an endorsement by name and position. Those quoted were: two superintendents of schools, one business manager, one university professor, one parochial school principal, one independent school headmaster, four public school principals, and seven teachers.

Is there an issue of ethics involved? What is the professional position? Readers are urged to send us their views—not, we hasten to add, on these particular cases, but on the general problem.

Staff-Written Policies

In the more progressive school systems, teacher participation in the formulation of school policies is being attempted in varying degrees. However, there is as yet no common ground or agreement as to the extent and manner in which this democratic process should operate.

There are two strong factors that bear heavily on the relative value of devoting teacher time to policy formulation. One is that a credentialed faculty is one of the greatest resources a school has; if properly used, this fund of experience and education can be of tremendous value in the development of school policies. Second is the fact that one of the greatest expenditures a school makes is for the time of its teaching staff; if this time is wasted by needless and unproductive meetings, the waste will constitute a detraction from the productiveness of the school.

The pragmatists of school administration point out that policies formed through democratic processes are usually superior to those not so formed. And, that policies formed through democratic processes are more readily accepted and adhered to by the group.

The following "basic principles of faculty participation in the formulation of school policies" might well be considered guidelines for administrators, teachers, and school boards who seek a sane middle ground in this area of school practice:

- Recognize faculty participation as both a right and duty of the credentialed staff.
- Recognize the professional capabilities of credentialed personnel; their training and experiences make their contributions especially valuable.
- Confine the participation to areas of principal concern to the faculty; don't bog them down with trivial decisions. Faculty participation will expand as the participants become more interested in the process.
- Organize the group in a manner most compatible with the level concerned; teachers should participate in the planning, steering, or agenda-setting phase of the operation.
- Keep policy meetings confined to their intended purpose; don't cloud issues and wear down participants by coupling policy meetings to business meetings.
- Make no hasty decisions; discussion, research, and consideration should be thorough before decisions are reached.
- Wherever possible let the group assume responsibility for the policies. Where they can't do so legally, they can do so by sincere adherence and endorsement.—*Glenn W. McDonald, principal, Mettler School, Lebec, Cal.* ●

Circle OV-110 on reply card, last page

BIOSCOPE

MODEL 60 MICROPROJECTOR
THREE PRECISION INSTRUMENTS IN ONE

1. A precision 10x, 20x, 30x microprojector
2. A table top projector for small study groupings
3. A projector of more than 1,000 times magnification

All for the price of a single fine microscope

For research, sciences, lectures, group study. Model 60 Bioscope with three objectives, eyepiece, and polarizers **$165.00**

Mechanical Stage (Optional) **$24.50**

THREE POPULAR MICROSCOPES - TO MEET ALMOST ANY EDUCATIONAL NEED

Model HS-1 with fitted carrying case **$99.50**

Especially popular for high schools and colleges. 4x, 10x, 40x color coded and coated objectives, 10x eyepiece locked in. Plastic carrying case. Versatile substage lamp $9.00.

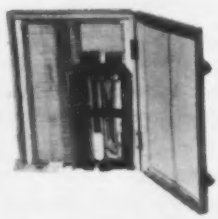
Dissecting Microscope **$29.50**

Excellent for dissecting purposes or for low power microscope for lower grades.

Model MED with professional carrying case **$236.00**

Meets specifications of almost all medical schools. Very good for research. Extra large sturdy 14" high. 10x, 40x, 100x oil immersion objectives, all achromatic and color coded. Wide field locked in 10x eyepiece. Coarse and fine adjustment.

ELEMENTARY SLIDE KIT



Very good for lower grades. Attractive kit in wood case contains 50 prepared specimens with blank slides, plastic cover glasses, one dissection set . . . **$24.50.** Other special microscope slide sets also available.

DISCOUNTS ON ALL ITEMS IN QUANTITY LOTS

For more information circle OV-110 on last page or write directly to: **D. W. Hodges, Bioscope Mfg. Co., Box 1492, Tulsa, Oklahoma.**

ECONOMIC SCENE

Education, Recreation and The Consumer Forecast

THE PERCENTAGE of the population working in agriculture and industry is declining steadily because of mechanization and automation. What economic areas are expanding to take up the slack? Study of the consumption expenditures of the American people provides a rough answer. Two items stand out boldly: recreation and education.

Expenditures recorded by the U. S. Department of Commerce show that food heads the list. However, some of the "foods" it includes belong more logically under other headings (a $17 billion "food" item is "alcoholic beverages and tobacco"). If you separate and add the items listed under "food," "clothing," "housing," and "transportation" that legitimately are considered recreation, they would total between $60 and $70 billion.

If nonedible items are subtracted from the "food" list, the food expenditure figure drops to around $65 billion. In other words, Americans are spending as much on recreation as on food. This represents a new stage in economic history. All past societies have had to pitch their main economic effort at getting enough food. The American people have made food production so efficient a small number of people can handle it, releasing more people for other economic efforts.

Clearly, one major activity that has expanded as a result is recreation. The Department of Commerce reports a total recreation expenditure of $18 billion. However, the American Automobile Association estimates that vacation or leisure-time use of the automobile, alone, totals that much—$18 billion. (The Department of Commerce's figures include no items for recreational travel, but lists these under other headings.)

By reclassifying alcoholic beverages, tobacco, and automobile travel as recreation, we find that Americans are spending as much on recreation as on food. And the expenditure for recreation will without doubt increase in the future. Fifty years ago a small fraction of the population had automobiles; today 75 to 80 percent are car-owners, and these cars are used in good part for recreation. Twenty-five years ago few American families owned pleasure boats; today some 12 to 15 percent do. Two million Americans now travel abroad each year; a generation from now the figure could reach fifty million.

The other activity that has expanded as fast as recreation was mentioned at the outset: education. The Department of Commerce reports a "private education and

research" expenditure somewhat under $4 billion. Obviously, this is not a total. There are other figures for educational expenditure: $18 to $20 billion spent on public elementary and secondary schools; $25 billion for the regular elementary, high school, and college systems of education.

Total figures for research are less easy to come by. Direct expenditure for education and research is undoubtedly running between $40 and $50 billion a year, and the support of the people who are getting the education would probably add at least another $20 billion. In other words, all the resources devoted to education and research would total between $60 and $70 billion—equalling the total expenditure for food or for recreation.

While a smaller percentage of the population will work to produce food in the years ahead, a growing proportion will work to provide recreation, education, and research for the American people.

Already among the largest activities in the country, education and recreation seem capable of almost indefinite expansion. Neither of them seem to be subject, like food and housing are, to limitations of demand. Regardless of how many people can be released from industry by automation, there will be more than enough work that needs doing in the expanding fields. In terms of society's welfare, the discovery of new knowledge and the passing on of present knowledge may well become our most important economic activity.—HAROLD F. CLARK

Representative Bond Issues

(From Sept. 28th to Oct. 25th, 1960)

School District or College		*Amt. in Millions*	*Moody Rating*	*Net % Interest*
Cal:	Anaheim Un HS	$2.35	A	3.74834
	Glendale Unif	3.	A	3.5272
	Fullerton Dists	1.8	A	3.6189
	Torrance Unif	2.	A	3.49166
Ill:	Chicago Bd of Ed	15.	A	3.485
La:	Orleans Par Sch Bd	10.	A	3.7705
Mich:	Waverly	3.2	A	3.899
	Coll of Mining & Tech (apartment revision)	1.4	NR	3.125
N.J.:	Randolph Tp	2.1	Baa	3.99
	Caldwell-W Caldwell	2.615	Baa	3.99
	Franklin Tp	2.25	Baa	4.111
N.Y.:	Oyster Bay Un Free #23	5.795	Baa	3.90
	Bath, Cameron etc Cent #2	1.255	Baa	3.66
	Orangetown Un Free #8	2.577	A	3.76
Ohio:	Avon Lake Local	1.	A	3.62
Penn:	Penn Sch Bldg Auth	21.3	NR	4.0684
Tex:	Lubbock Ind	2.25	A	3.419
	Ft Stockton Ind	1.05	Baa	3.4481
Wash:	Clark Co Vancouver #37	3.	A	3.40734
	Walla Walla Co #140	1.7	A	3.844
	Cent Wash Coll of Ed (housing revision)	1.446	NR	3.
Wis:	Mt Horeb Blue Mounds etc Un HS	1.05	*A	3.5505

**—provisional NR—none assigned*

Compiled from The Daily Bond Buyer

Circle OV-111 on reply card, last page

When you purchase Folding Chairs . . .

Insist on these 10 Important Structural Features

1 EXTRA DEEP BACKREST—8½" high provides more form-fitting back support than most competitive chairs — Deep drawn, it features fully curled bottom edge for added strength and occupant safety.

2 SAVES WALLS because when feet are against wall, the backrest remains well away and safeguards wall from rub marks and costly maintenance.

3 THREE FRAME CROSS-BRACES — two on rear legs and one on front legs insure superior frame stability and rigidity for longer chair life.

4 SEAT FOLDS WITHIN FRAME to double frame thickness for flat stacking—more chairs to storage area.

5 SEAT BRIDGE AND FULLY CURLED EDGE on apron of seat add over-all seat strength and safety—No sharp edges to tear clothing.

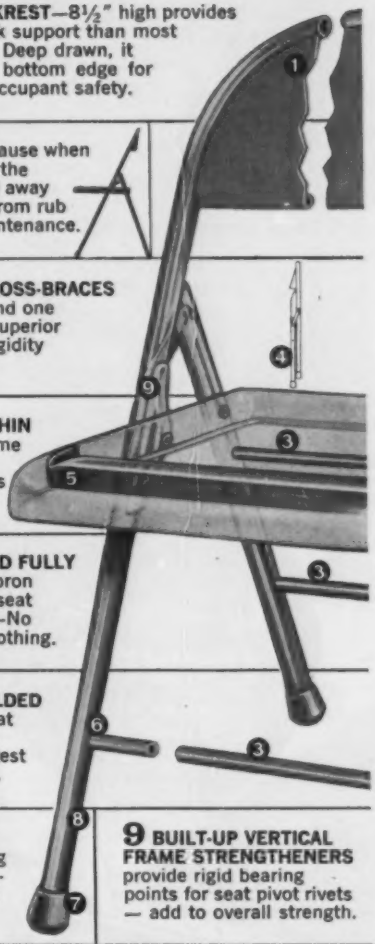
6 RESISTANCE WELDED FRAME similar to that used on automobile frames insures greatest strength and rigidity.

7 SUPER DYLAN FEET — long wearing molded feet are non-marring and provide firm floor contact.

8 ELECTROSTATICALLY APPLIED FINISHES in Standard enamel or Metallic colors . . . free from runs and soft spots.

9 BUILT-UP VERTICAL FRAME STRENGTHENERS provide rigid bearing points for seat pivot rivets — add to overall strength.

10 TEN YEAR GUARANTEE against structural failures is your assurance of the best investment in folding seating, by far!



BE SURE you get what you think you're getting!

To the casual observer, most folding chairs look alike. But what a difference there is upon closer examination! Study the Krueger 901-E features above and you will readily see why they last longer under hardest usage.

These Important KRUEGER Features Cost No More than Competitively Priced Chairs of Inferior Quality.

WRITE for complete line catalog.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

CALENDAR

DECEMBER

2–4, Assn. of Colleges and Secondary Schools. At Memphis, Tenn. Ex. sec.: L. S. Cozart, Barber-Scotia College, Concord, N. C.

5–9, American Vocational Assn., Inc. At Los Angeles. Ex. sec.: M. D. Mobley, 1010 Vermont Ave., N.W., Washington 5, D. C.

5–9, American Technical Education Assn. At Los Angeles. Ex. sec.: W. N. Fenniger, 22 Oakwood Place, Delmar, N. Y.

19–20, Assn. of Business officers of Preparatory Schools. At Groton, Mass. Ex. sec.: James W. Griswold, The Phillips Exeter Academy, Exeter, N. H.

26–31, American Assn. for the Advancement of Science. At New York. Ex. sec.: Dael Wolfle, 1515 Massachusetts Ave., N.W., Washington 5, D. C.

Circle OV-112 on reply card, last page

Newest

addition to the famous

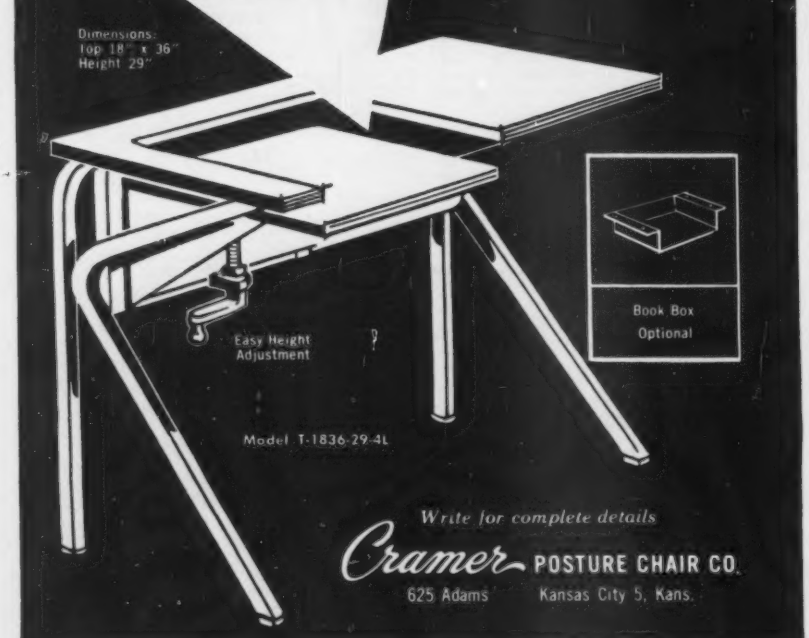
Profession-L

Laboratory Furniture

THE *Cramer* TYPEWRITER DESK

Functional design increases student efficiency, simulates actual office conditions. Spacious typing platform holds largest, heaviest machine safely.

- Typing platform adjusts from 25" to 29".
- "Knee-ease" frame design for easy access.
- Minimum noise and vibration, will not "walk".
- Heavy-duty maintenance-free construction.
- Choice of three materials for tops:
  - Lama-Tex
  - Tensil-Tex
  - Tensil-Ply



Write for complete details

Cramer POSTURE CHAIR CO.

625 Adams Kansas City 5, Kans.

27–29, Modern Language Assn. of America. At Philadelphia. Ex. sec.: Geo. Winchester Stone, Jr., 6 Washington Square North, New York 3, N. Y.

28–30, National Council of Teachers of Mathematics. At Tempe, Ariz. Ex. sec.: M. H. Ahrendt, 1201 16th St., N.W., Washington 6, D. C.

JANUARY

10–12, Assn. of American Colleges. At Denver, Colorado. Ex. dir.: Theodore A. Distler, 1818 R. Street, N.W., Washington 9, D. C.

12–15, National Audio-Visual Assn. Midwinter Conference. At Dallas, Tex. Executive Vice President, Box 337, Fairfax, Va.

FEBRUARY

9–10, Headmasters Assn. At Rye, New York. Ex. sec.: John F. Gummere, William Penn Charter School, Philadelphia 44, Pa.

11–15, National Assn. of Secondary-School Principals. At Detroit, Michigan. Ex. sec.: Ellsworth Tompkins, 1201 16th St., N.W., Washington 6, D. C.

Data for Delegates—Among Detroit's main attractions for visitors are: Cranbrook, world-famous combination of landscaped park and outstanding museums and church. Greenfield Village, a museum that collects landmarks such as the shed in which Henry Ford built his first car. Belle Isle Park, a winter wonderland of fountains frozen into fantastic shapes, ice plumes formed on tree branches, frozen lagoons thick with ice skaters, and white deer roaming in the snow (the only sound of nature is the ripple of the never-freezing brooks); conservatory's year-round flower show; and the aquarium featuring 200 species of freshwater fish. There's plenty of skating and ice fishing at Metropolitan Beach. Average winter temp.: 29°.

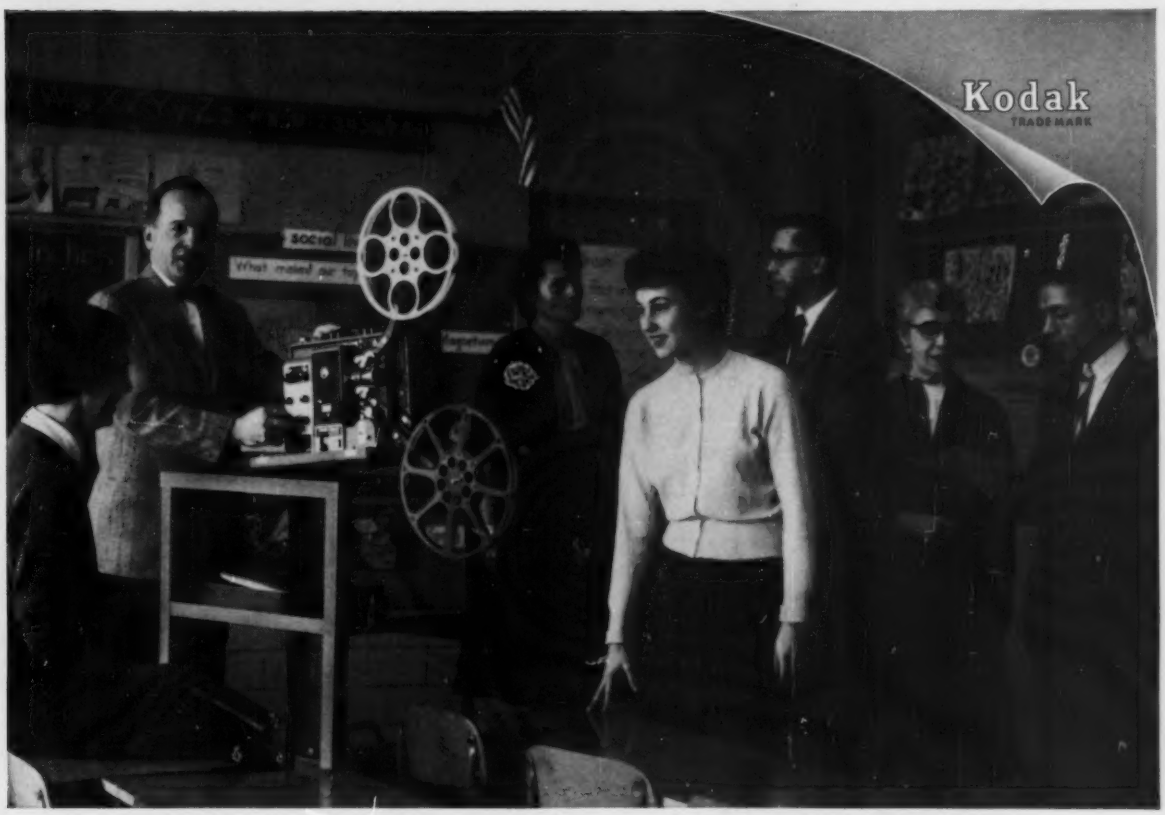
22–25, The American Assn. of Colleges for Teacher Education. At Chicago, Illinois. Ex. sec.: Edward C. Pomeroy, 1201 16th St., N.W., Washington 6, D. C.

22–25, American Educational Research Assn. At Chicago, Illinois. Ex. sec.: Guy T. Buswell, 1201 16th St., N.W., Washington 6, D. C.

25–28, American Assn. of School Administrators. Western regional convention. At San Francisco. Ex. sec.: Finis E. Engleman, 1201 16th St., N.W., Washington 6, D. C.

28–March 3, American Assn. of Junior Colleges. At Washington, D. C. Ex. dir.: Edmund J. Gleazer, Jr., 1785 Massachusetts Ave., N.W., Washington, D. C.

Circle **OV-113** on reply card, last page



"We saw how practical a teacher can be about A-V aids before we selected this Kodak Pageant Projector."

Says John M. Chilcoat,
Principal at the new Norwood Elementary School, Baltimore County, Md., selected by A.A.S.A. for its exhibit of outstanding school designs:

"From our teachers' point of view, classroom order and pupil attention are basic requisites before any learning can take place.

"A-V aids, they feel, must contribute to the entire learning experience—should not disrupt order, nor distract attention. When attention is held, the learning process is quickened, the subject more thoroughly understood.

"Our teachers expressed themselves on these matters when we were examining projectors. Then they selected the Kodak Pageant Projector as their practical choice. Easy to set up, the Pageant meant programs started promptly. Quiet, the Pageant didn't distract students by machine noise."

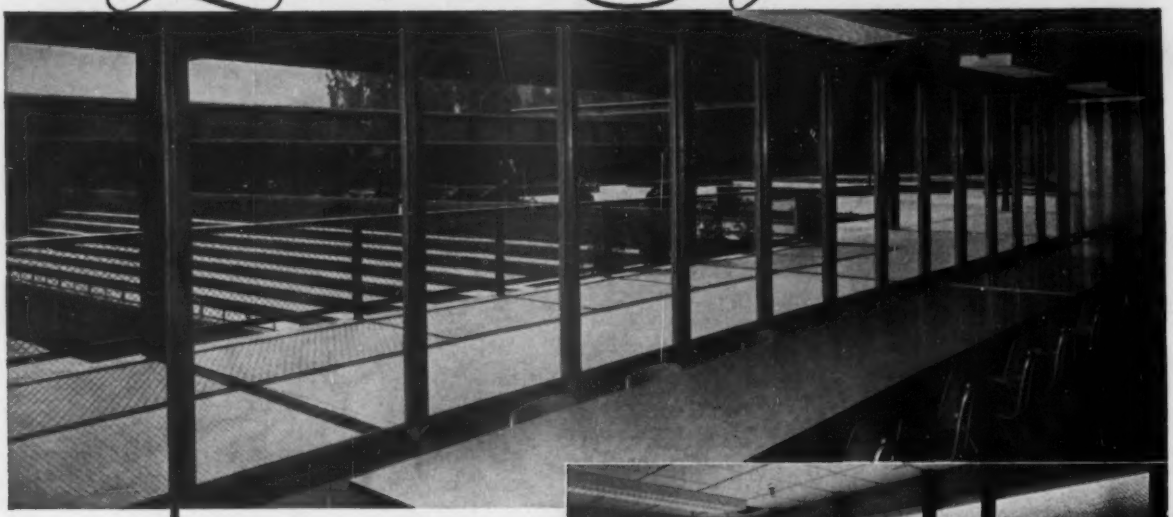
Because reel arms, belts and cords are all permanently attached in place, the Pageant sets up easily. Operation is so simple that many teachers leave it entirely to the children.

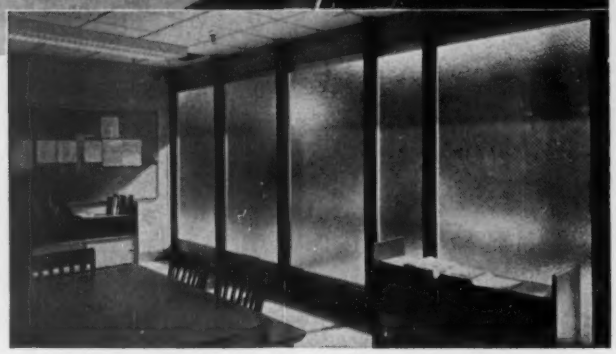
To see a demonstration of the Kodak Pageant's brilliant screen image, its high quality sound, and its other practical features, call a nearby Kodak A-V dealer. Or, write for Pageant Bulletin V3-22. No obligation, of course.

Kodak Pageant Projector **EASTMAN KODAK COMPANY,** Dept. 8-V, Rochester 4, N. Y.

Circle **OV-114** on reply card, last page

More *Daylight* and *Safety* with MISCO





Hillsdale High School, San Mateo, California,
District Superintendent, Thomas F. Reynolds
Architect: John Lyon Reid and Partners
Glass and Glazing: Cobbledick-Kibbe Glass Co.

20,000 square feet of MISCO WIRE GLASS installed in New California High School

Beautiful window walls of Misco perform double duty at the new Hillsdale High School, San Mateo, California . . . provide plenty of daylight to create an open, friendly, easy-to-work-in atmosphere while offering protection against breakage and serving as a fire retardant.

And Misco lends itself to many uses. Transparent Polished Misco, with it's attractive diamond-shaped, welded wire netting, is installed along the center court . . . permits unobstructed vision and lends welcome protection of wire glass to this heavily travelled area. This rugged glass, so modern in appearance, withstands the press of crowds, prevents chance falls or mishaps from endangering students . . . serves as an effective fire barrier.

Smooth Rough Misco (obscure) is used for partitions in this modern school . . . floods adjoining areas with softened, "borrowed" light, yet protects privacy. This pattern is also installed along ramps and in skylights, where it's superb daylighting features and innate strength are desirable characteristics.

To combine the utmost in protection with modern beauty, specify Misco Wire Glass. Available through leading distributors everywhere in surface finishes for clear vision or diffusion.

MISSISSIPPI GLASS COMPANY
88 Angelica St. • St. Louis 7, Missouri
NEW YORK • CHICAGO • FULLERTON, CALIFORNIA

Write today for free catalog. Address Department 16.

WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

LATE NEWS

For further coverage, see pages 63–64.

VIOLENCE: Special session of Louisiana legislature, called by Gov. Jimmie H. Davis, passed 28 anti-integration laws intended either to bog down federal machinery for desegregating public schools or to end public education in the state.

Nevertheless, the New Orleans Parish (County) school board transferred four Negro tots to two all-white schools. It is Louisiana's first instance of school integration. At press time, the city was described as "torn up worse than Little Rock."

Davis' main strategy lies in the obscure "doctrine of interposition" which holds that a state can block the federal government by refusing to accept its authority when the state feels the government has exceeded its constitutional limitations. Segregationists say the stalemate would have to be resolved by an amendment to the U. S. Constitution. The process could delay integration for years.

* * *

STILL IN DOUBT: Despite President-elect John F. Kennedy's outspoken support for education in his campaign, Washington observers are reluctant to predict the chances for education legislation this year. Kennedy's slim margin of victory was certainly no clear mandate from the people and may force him to go easy on fulfilling his campaign promises. Furthermore, Democratic majorities in both the House and Senate were trimmed, which would make it no easier to get a general education bill through the 87th Congress than it was in the 86th.

For more on the Congressional forces that will be at work in Washington next month, see page 36.

* * *

SEVEN FOR NINE: Oklahoma public schools may be in session for seven months instead of nine, unless the 1961 state legislature provides more money. State officials say that legislators must come up with $5 million more to meet higher teacher salaries and other school spending authorized, but not financed, by the 1959 legislature.

* * *

SHORT STRIKE: A one-day strike of New York City's public school teachers ended when the board of education promised no reprisals against those who struck. A longer siege was averted when AFL-CIO representatives intervened between the board and the United Federation of Teachers.

Leaders of the AFL-CIO, the UFT's parent group, urged teachers to return to work, then submit grievances to the board.

The UFT, which represents about 10,000 of the City's 39,000 teachers, called the strike to press for (1) sick pay for full-time substitute teachers, (2) duty-free lunch periods for all elementary school teachers, (3) additional pay for teachers with specialized training, (4) union dues checkoff, and (5) an earlier board promise to hold a citywide collective bargaining election. None of the demands was met. The only gain was the intercession of AFL-CIO leadership in negotiations with the city.

The strike, first of its kind in the nation's largest school system, involved about 4,600 teachers who either remained home or picketed schools. Thousands of students joined the teachers.

Supt. John J. Theobald immediately suspended the striking teachers for "conduct unbecoming a teacher." He did not invoke New York State's controversial Condon-Wadlin Act, which prohibits strikes by public employees.

The UFT is one of 39 teacher organizations in the City. Other groups, representing a majority of the City's teaching staff, refused to support the UFT in its strike.

* * *

LANGUAGE STUDY: The Office of Education spent $8.4 million in the last two years on NDEA projects to improve the teaching of foreign languages.

In the OE's first comprehensive report on its language program, Commissioner Lawrence G. Derthick calls the program "the largest of its kind ever attempted in American education" and predicted it will accomplish in four years what would normally have taken half a century.

* * *

PEACE CORPS: One thousand American college graduates could go to Africa each year to fight poverty, illiteracy, and disease. Dr. Thomas P. Melady, consultant on African affairs, proposed such a plan, said it could begin operating within a year.

President-elect John F. Kennedy endorsed a similar plan, embodying draft-exempt status, in a pre-election speech. He proposed that members of the corps work under the International Cooperation Administration and serve for three years.

The idea was also contained in a bill (U. S. Peace Corps Act) submitted to the last Congress by Sen. Hubert Humphrey (D-Minn.).

Under Melady's plan, the host government would pay for student maintenance and salaries, about $5,000 each for two years.

Meanwhile, 35 students from the Republic of Guinea, in West Africa, have just arrived in this country to begin extended studies in U. S. colleges.

They are the first of 150 Guinean students to be brought to this country for training during the next three years under a contract between the African-American Institute and the International Cooperation Administration.

* * *

TWO-THIRDS TOO MUCH? The two-thirds majority now needed to pass school bond issues in California has been called unfair by State Senator John F. McCarthy. He proposed, instead, that the margin of victory be reduced to 60 percent.

The Senator said the two-thirds provision "tends to favor an organized minority, rather than benefit the majority." He felt the 60 percent margin would encourage more campaigning by both sides and "a larger turnout at the polls."

* * *

NOT KEEPING PACE: Record financial support for 1,800 U. S. colleges and universities may not be sufficient to meet the needs brought on by growing enrollment, according to the American Association of Fund Raising Counsel.

Educational authorities estimate an annual $9 billion is required to support higher education by 1970. Based on current trends, support is placed at $7.1 billion, or 77 percent of the estimated need, according to the Association. Of this sum, $1.9 billion should be expected from private gifts and grants.

Endowment principal of higher educational institutions (now $3.7 billion) will increase to $5.5 billion in the next decade. Ideally, the Association pointed out, higher education should derive 25 percent of its income from investment, but no institution has approached this level. At present, only 3.9 percent of the income from all higher education comes from endowment.

* * *

MONEY AND MOTIVATION: Higher academic standards and increased federal assistance for higher education were called for by participants in a regional American Assembly conference sponsored by St. Louis University.

Colleges and universities "should concentrate their efforts on those who have the capacity to profit from higher education and who are well-motivated to pursue it," the Assembly recommended. Participants from 13 states representing business, labor, the professions, government, and education further recommended that the institutions must make greater efforts to achieve a more efficient level of operation. Although unable to reach a unanimous opinion, the majority were reluctant to increase tuition rates above current levels.

The only logical answer, the Assembly found, was for all levels of government to increase support of education, although keeping this source "supplementary to the customary sources of financial support." Recognizing that present federal aid was substantial, participants nevertheless criticized it as "piecemeal" and called for a unified, coherent federal policy on aid to higher education.

Concern was expressed that federal grant programs are currently confined to relatively few institutions. Delegates called for an aid program which would "avoid distinctions between public and private institutions." They were also firm in their recommendations that "control of higher educational policy by the legislative or executive branch of the government . . . must be avoided."

* * *

LOT OF BUILDING: One of the largest building programs on any U. S. college campus is now under way at Cornell University. It is costing more than $50 million and will involve 20 major construction projects.

* * *

SALARY BOOST: Professors at Princeton University have received a $1,000 across-the-board increase in minimum salaries to take effect February 1. Other faculty members received a $500 increase.

The new minimum scale is $12,000 for full professors; $9,000 for associate professors; $7,000 for assistant professors; and $6,000 for instructors. (Less than 10% of all professors in non-public universities receive $12,000 or more per annum.)

Professors and associate professors now receiving above-minimum salaries will have their pay raised $500 a year. Others will have their pay boosted $250 a year.

The increases, Princeton's fifth since 1956, have raised minimum salaries for professors a total of $3,000 in the period. The three other categories received a total of $2,000 in salary increases.

* * *

SLOWED DOWN: As the year draws to a close, integration is practically at a standstill. A slight increase was registered this past month in *Virginia* and *Delaware*. Five more Delaware school districts enrolled Negroes at white schools and the Virginia Pupil Placement Board assigned two Negroes to enter an all-white Fairfax County school.

However, Negro enrollment in *Oklahoma* has declined in the state's desegregated schools. Some school districts report more desegregated schools but fewer Negroes attending them.

In seeking an explanation, state schoolmen believe the white high schools won't hold Negro students as well as Negro schools had because of tougher academic competition and psychological pressures.

Two *Tennessee* school districts received their first desegregation orders. A federal judge ordered Chattanooga to submit a plan by Dec. 20 and Davidson County (surrounding Nashville) was ordered to desegregate the first four grades at mid-term.

On the *college level*, more than half the South's

public colleges have desegregated, the latest survey by *Southern School News* indicates. Of 199 predominantly white public colleges, 116 are desegregated in practice or principle. Of 38 predominantly Negro colleges, 14 are desegregated.

In four Deep South states—*South Carolina, Georgia, Alabama,* and *Mississippi*—all public schools including colleges are segregated.

No exact information is available on the extent of desegregation in private colleges. Practices vary widely; some private colleges have begun integration in the face of state segregation laws.

Elsewhere:

District of Columbia—Negro pupils now account for 79.7 percent of the total enrollment, a gain of 3 percent over last year.

Florida—Negro leaders announced after a tactical conference that they considered the pace of school desegregation in the state to be "unbelievably slow."

Maryland—The annual convention of the Maryland State Teachers Association urged separate white and Negro local units to study the advantages of merging and again called for "complete integration" of public schools.

Mississippi—The state Association of School Administrators refused to oppose a constitutional amendment to end Mississippi's obligation to support public schools.

South Carolina—A massive one-day boycott of Charleston's Negro schools focused attention on demands by Negro parents for improved school facilities.

Texas—The school board at Dallas, the nation's largest segregated system, asked a U. S. appeals court to approve a grade-a-year desegregation plan for 1961.

Virginia—The Virginia Teachers Association issued a demand for the immediate re-opening of Prince Edward County schools on a desegregated basis. The county abandoned its public school system in 1959 rather than desegregate.

* * *

NEW FIELD FOR ETV: A closed-circuit television system has been installed at the Christian Theological Seminary, Indianapolis, Ind., to provide graduate and post graduate training for members of the clergy and laymen in TV broadcasting techniques. Installed by Radio Corporation of America, the new station will make the Seminary a post graduate TV center, predicted Jack E. Sanders, Seminary provost.

* * *

DROP-OUTS RISE: The rate of student drop-outs in Virginia's Prince William County has increased sharply following the repeal of the state's compulsory school attendance law. School superintendent Stuart Beville has compiled records showing the drop-out rate increased from 14.3 percent in the 1958–59 school year to 17.8 percent for the last school year.

The law was repealed in an effort to circumvent integrating public schools.

In addition to the 130 pupils who withdrew the first year after repeal, another 224 have poor attendance records and will probably not be promoted.

Beville compiled his records in an attempt to persuade county supervisors to enact a local ordinance requiring pupils to attend school unless their parents present a written request for withdrawal.

* * *

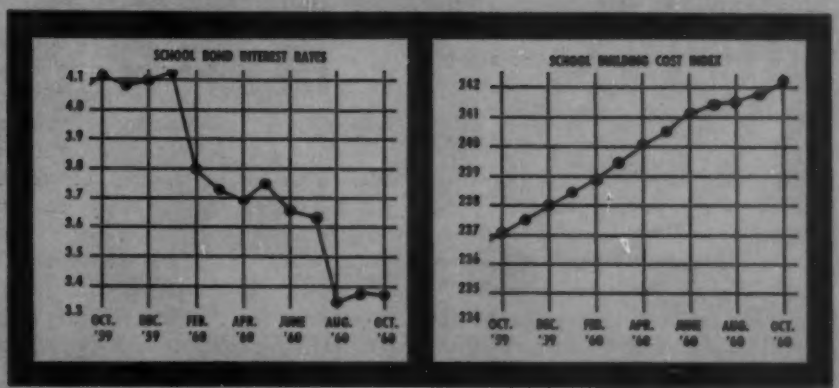
TESTY PERIOD: About 125 million standardized tests are given in the U. S. each year. A panel of test experts meeting with the Educational Records Bureau deplored the excessive number, but also pointed out that as long as schools and colleges can't agree on what information they want and in what form they want it, the diversity is necessary.

ERB is a non-profit organization specializing in test services and related research. It serves more than 700 predominantly private schools and colleges.

George M. Fenollosa, managing editor of Houghton Mifflin Co.'s education department, noted that time taken to prepare students for these tests encroaches on legitimate school time and creates undue pressures on an already overloaded curriculum.

S. A. Kendrick, a vice president of the College Entrance Examination Board, also criticized the multiplicity of tests but added that a single set of exami-

BUILDINGS & BONDS: Interest rates for October held steady at 3.37%. Building cost index inched up to 242.1.



nations could only be had if we established a single educational authority. Kendrick sharply attacked the mass invasion of the schools by organizations and businesses that take up school time for tests to award "piddling prizes."

Robert D. North, associate director of the ERB, said that the schools were now "hamstrung" by the great multiplicity of tests. Emphasis should be placed on developing a school's own test program, he declared. North further advocated establishment of a national board to coordinate all admission and scholarship tests.

William W. Turnbull, executive vice president of Educational Testing Service, felt that the diversity of tests was a boon to schools, if they knew how to take advantage of them.

The problem is in finding the tests most appropriate to a particular school, Turnbull said, adding that this depends on competent selectors in each school.

* * *

TEACHER "EXPRESSWAY": Talented college juniors and seniors who want to be elementary or secondary school teachers can acquire their professional preparation via an "expressway" route, reports the University of Texas Council on Teacher Education.

Texas' standard College of Education program for secondary school teachers is seven courses; the new program is down to three (15 semester hours). Standard program for elementary teachers is eight courses; the new program is also three (21 semester hours). The remaining certification requirements will be met by advanced standing examinations.

"We still think the best way to prepare for teaching is to extend that preparation over three or four years," says Education Dean Lawrence Haskew. "But we know that many fine students do not decide on [a teaching career] until their junior or senior years." The new program begins this spring.

In a similar move, President Quincy Doudna announces a new curriculum for prospective high school teachers at Eastern Illinois University. Education course requirements have been cut from 20 to 12 quarter hours, but laboratory science, social science, humanities, and math requirements have been raised. However, academically talented students can by-pass some requirements here, also, making the teacher preparatory program all the more attractive to top students.

* * *

THE BOND BALLOT: The recent election was historic in many ways—including money. A record $3.6 billion in state and local bond issues were on the ballots of 50 states. (It topped the previous record of $2.7 billion set in November, 1956.)

Among the issues of interest to educators:

- $195 million for improvements at six state-owned universities.
- A whopping $153 million issue requested by the Los Angeles Unified School District and Junior College District.
- Oregon's big $47.5 million for higher education construction.
- The board of instruction of Florida's Duval County asking for $35 million to expand the school system.

At the last count (of many in this election), voters approved roughly 86 percent of all issues offered on the ballots.

* * *

MEMO TO CLASS OF '65: The East's "Big Eight"—Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, Yale—co-signed a memo to 20,000 U. S. high schools explaining their admissions policies. The action came as these colleges anticipate a landslide of applications and increased pressure to expand freshman enrollment in next year's Class of 1965 (projected to be over 900,000).

Meanwhile, Kalamazoo (Mich.) College president Weimer Hicks, speaking in New York, urged eastern students to "go west," where colleges are seeking to broaden the geographical profiles of their student bodies.

* * *

POTPOURRI: Colds and upset stomachs account for 80 percent of absenteeism in schools, according to the U. S. Public Health Service. It estimates that the average pupil misses 8.5 days of school annually because of illness. . . . Colleges and universities participating in the National Defense Student Loan program will receive $57.7 million in federal funds for the 1960–61 academic year. Approximately 135,000 students have obtained $60 million in loans since the program began 18 months ago. . . . Pennsylvania State University has adopted a four-term academic year designed to speed the educational process. The new calendar will go into effect at University Park and at the University's 14 branch campuses with a ten-week summer term starting this June. . . . The Corning Glass Works Foundation has donated $2.25 million to Corning Community College, and 287 acres of land for the campus has been donated by Arthur H. Houghton, Jr., president of Steuben Glass and a director of Corning Glass Works. Money and value of the land will be matched by the State University of New York. . . . Georgia's 1960 General Assembly has authorized an annual appropriation of at least $150,000 for scholarships to aid education students. . . . A first-year goal of $1 million has been set for the National Fund for Graduate Nursing Education. The Fund was set up to meet the urgent and growing needs for adequately educated nurses to match the nation's $13 billion investment in hospitals. . . . Barnard College became the second college within the past two months to ban smoking in classes. Princeton barred smoking on Oct. 5.

* * *

CLOSE-UPS

David Henry

A man with certainly one of the broadest backgrounds in educational administration has been chosen chairman of the American Council on Education. David Henry, president of the University of Illinois, assumed leadership of the organization, which represents over 1,100 member institutions, at ACE's annual meeting.

Dr. Henry's varied background suits him to head the Council, which, he explains, "has the unique responsibility of speaking for more elements of higher education than any other organization. A look at his accomplishments attests his diversity:

- Instructor in a land-grant college (Pennsylvania State University).
- Teacher and department head in a small liberal arts college (Battle Creek, Mich., College).
- Assistant superintendent for higher education in a state department of public instruction (Michigan).
- Chief executive officer and later president of a large municipal university (Detroit's Wayne State University).
- Chief educational officer of the nation's largest independent university (New York University).
- For the past five years, president of the sixth largest university in the U. S. in the number of full-time students enrolled (Illinois).

His range of educational interests is also evident from the organizations in which he is active. Dr. Henry has been president of the National Commission on Accrediting, president of the Association of Urban Universities, and vice chairman of President Eisenhower's Committee on Education Beyond the High School.

Henry is on the board of directors of The Council for Financial Aid to Education, the advisory council of the National Fund for Medical Education, and of the electoral college of the Hall of Fame of Grea' Americans.

He has been a leader in the development of educational television and was chairman of the New York Educational Agencies Committee on Television and of the Joint Committee on ETV—a national organization of leading universities doing work in this field.

Born in Pennsylvania in 1905, Dr. Henry received his B.A., M.A., and Ph.D. degrees from Penn State. In addition, he holds honorary degrees from twelve institutions.

To head American Council.

"This has been my life," Henry said. Wherever he's worked, it's been impossible to separate him from his job. He describes his work in higher education as "demanding and exciting and one which has satisfactions in human values and dividends."

Of the activities at Illinois since his arrival, Henry is most pleased with the long-range planning by faculty committees. "We've come to grips with where we want to go in the future."

Along with the educational program, he said, the University has mapped out its physical requirements for the next ten years so that it

Circle OV-115 on reply card, last page

You Can Do It FASTER with BAKER SCAFFOLDS

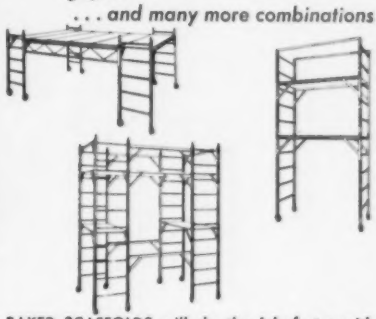
IN SINGLE UNITS

You Can Do This!

IN MULTIPLE UNITS

You Can Do This

. . . and many more combinations



BAKER SCAFFOLDS will do the job faster with greater safety. Check your telephone directory for the name of your local BAKER SCAFFOLD distributor or write to the address below.

LISTED UNDER RE-EXAMINATION SERVICE UNDERWRITERS' LABORATORIES, INC.

BAKER SCAFFOLDS

DESIGNED FOR PORTABILITY • BUILT FOR DURABILITY

Write for Baker Scaffold Bulletin # 601

BAKER-ROOS, INC.
P. O. Box 892, Indianapolis 6, Indiana

Gentlemen: Send the folder described on Baker Scaffolds without obligation.

Name_____
Organization_____
Address_____
City_____ State_____

DISTRIBUTORS IN PRINCIPAL CITIES

This mark tells you a product is made of modern, dependable Steel.

These curtain walls went up in only

Built for the Dominican Sisters of Adrian, Michigan
Reverend Mother M. Gerald, O. P., Mother General
Architect: Barry & Kay, Chicago, Illinois
General Contractor: William R. Goss Company, Chicago, Illinois
Curtain Wall Contractor:
Federal Windows Mfg. Co., Inc., Waukesha, Wisc.
Curtain Wall Erector: Builders United Sales Co., Chicago, Illinois
Panel Fabricator: Erie Enameling Company, Erie, Pa.

16 weeks

It's possible to complete the curtain walls of a school like this one in 16 weeks. That's because curtain wall sections are factory assembled and ready to erect when delivered. A small crew simply bolts them in place at the building site. This saves time and respects the appropriation.

The insulated porcelain enameled steel panels on the Regina Dominican High School, Wilmette, Illinois, are just an inch and a fraction thick. There's more valuable classroom space inside. Steel curtain walls are lighter, so extensive foundations were not required. The panels will stay clean and colorful because they have a fired-on, glasslike surface that can be washed by a gentle shower. Here is **more** school for the money.

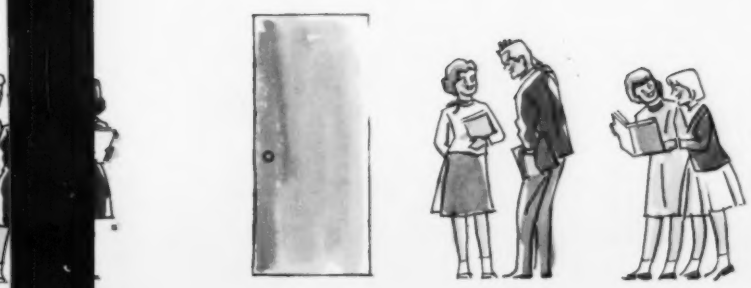
For a good look at how a community designed and built the school it needed, send for U. S. Steel's award winning movie, "Plan for Learning." It tells how a school board, architect, parents and school superintendent cooperated to build a new school. It's available for showing to all interested groups. Write United States Steel Corporation, Room 6117, 525 William Penn Place, Pittsburgh 30, Pa.

USS and VITRENAMEL are registered trademarks

USS STEELS FOR ARCHITECTURAL DESIGN

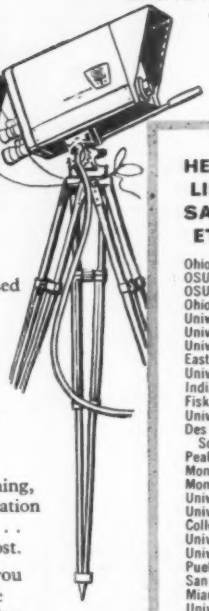
USS Stainless Steel • USS Vitrenamel
USS Structural Steel • USS Window Sections

United States Steel



Circle **OV-117** on reply card, last page

Classroom TV is out of the "Experimental" Stage



Educational Television is no longer a novelty. It's recognized—and is being used successfully—as a necessary adjunct to modern teaching methods in schools and colleges all over the country.

Sarkes Tarzian, Inc. played an active part in the early development of ETV systems. And, today, TARZIAN is one of the nation's leading suppliers of TV equipment for educational use.

That's because we have, from the beginning, stressed simplicity and reliability in operation . . . flexibility . . . ease of maintenance . . . *low* initial cost, as well as *low* operating cost.

At no obligation, we'll be glad to show you how our technical staff can be of service to you in planning, designing and installing an ETV system to meet your needs. Write or call:

HERE'S A PARTIAL LIST OF USERS— SARKES TARZIAN ETV EQUIPMENT

Ohio State University
OSU School of Dentistry
OSU Mobile Science Unit
Ohio University
University of Toledo
University of Dayton
University of Maryland
East Carolina College
University of New Mexico
Indiana University
Fisk University
University of Arkansas
Des Moines Independent School Dist.
Peabody College for Teachers
Montana State University
Montana State College
University of North Dakota
University of South Dakota
College of William and Mary
University of Omaha
University of Florida
Pueblo Junior College
San Diego State College
Miami University
University of Iowa
University of Oklahoma
University of Buffalo
St. Petersburg Junior College

EDUCATIONAL TELEVISION DEPT.
BROADCAST EQUIPMENT DIVISION

SARKES TARZIAN INC

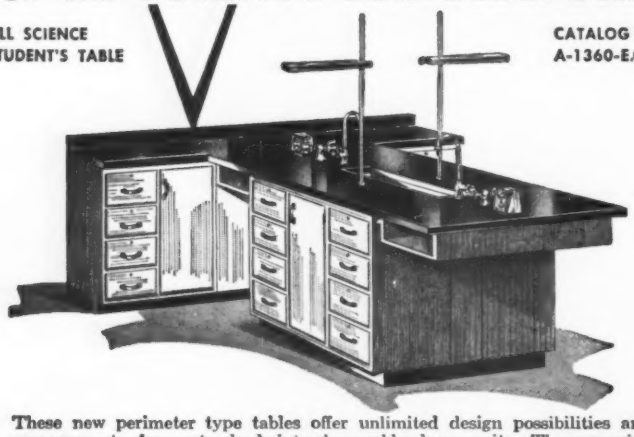
east hillside drive • bloomington, indiana
edison 2-7251

Circle **OV-118** on reply card, last page

***Quality*/FURNITURE for all SCIENCE LABORATORIES**

ALL SCIENCE STUDENT'S TABLE

CATALOG NO. A-1360-E.C



These new perimeter type tables offer unlimited design possibilities and arrangements from standard interchangeable base units. They provide numerous advantages for new construction design as well as for use in remodeling for Chemistry, Physics, Biology and General Science laboratories. Our representative engineer will be pleased to discuss your requirements and show you the entire line of Peterson furniture that has been the choice of leading educators and industrial furniture users for more than 65 years.

Write Dept. 1232 for Brochure Number 12. It's Free.

LEONARD PETERSON & CO., INC.
1222 FULLERTON AVENUE, CHICAGO 14, ILLINOIS

Close-ups (continued)

knows precisely how many buildings will be needed and where they're going to be located.

For the future, Henry feels that the huge increase in number of pupils will pose the most serious problem. But he is also concerned about extending the program to new areas and enlarging research to meet the demands of the twentieth century.

Herschel Brannen

NEW PRESIDENT of the Association of School Business Officials is a Texan through and through. Herschel Brannen, business manager of the Houston school system, was born in Texas, educated there, and has spent most of his working years in the Lone Star State.

Born fifty-five years ago in Trinity, a small town north of Houston, Brannen now is responsible for the business affairs of the sixth largest school system in the nation. He also calls Houston one of the fastest growing, gaining 10,000 students a year.

His first job after graduation from Southwestern University, one of the oldest Methodist schools in the South, was high school principal and athletic coach in Richmond, Texas. After five years he moved to the superintendency at Burkeville - Wiergate, Texas. While here, in 1938, he earned his master's degree from the University of Texas.

Following a three-year hitch in the

Man with a head for business.

Navy during World War II, he came to Houston as director of buildings. His decision to go into school business was caused largely by his service training. Brannen became assistant business manager in 1953 and business manager in 1959.

In 1949 he received his D. Ed. in business administration from the University of Houston.

Brannen has been on the board of directors of ASBO since 1954. He was elected first vice president in 1958 and president elect of the 3,000-member organization last year.

Brannen feels that one of ASBO's biggest problems will be to enlarge and strengthen its membership—"not just for the sake of having more members, but because the organization provides its members with a better grasp of the problems faced by business officials all over."

Building and finance are the biggest problems in Brannen's own system. In fast growing areas, he points out, it's a desperate race to keep one step ahead of the galloping student population. The difficulty of raising funds in a fast growing residential area compounds his problem.

Candids . . .

Harry S. Ashmore has been appointed editor-in-chief of the Encyclopaedia Britannica. He won a Pulitzer Prize for editorial writing while executive editor of the *Arkansas Gazette* and for the past year has been consultant to the Center for the Study of Democratic Institutions in Santa Barbara, California.

Dr. James W. Miller becomes president of Western Michigan University in Kalamazoo on Jan. 1. He is presently secretary of the board of trustees at Michigan State University.

Dr. Robert A. Streeter has been appointed placement officer of Columbia Teachers College. Streeter has been on the TC staff since 1951.

J. C. Wright, superintendent of public instruction in Iowa for the past five years, has been named to direct the Committee for the Advancement of School Administration of the American Association of School Administrators. ●

Circle OV-119 on reply card, last page

LOOK BEHIND THIS NAMEPLATE

.. you'll find a background of 231 years' experience

It's almost fifty years ago that our founder, Halsey W. Taylor, pioneered the development of drinking-water equipment with a revolutionary, health-safe mound-building projector. He is still active today. Add his many years of specialized knowledge to that of our key personnel in research, design and engineering . . . and you'll find a combined experience of 231 years!

That's why it pays to look for this nameplate. It distinguishes a fountain or cooler that's Taylor-made . . . a product of ripened experience designed with an eye to tomorrow.

The Halsey W. Taylor Co., Warren, O.

New Wall-Mount
A Halsey Taylor first. Mounts on wall, off the floor. Easily kept clean.

New "All-Climate" Outdoor Wall Fountain
Designed for outdoor use where temperatures drop below freezing. New all-weather features.

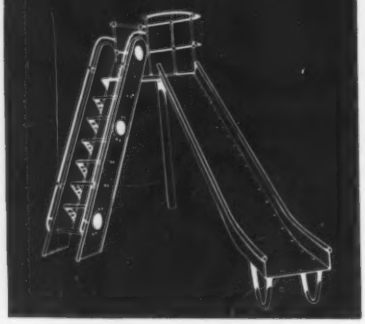
The Popular Wall-Tite
No exposed fittings. Fits tight against the wall. Space-saving!

440

ASK FOR LATEST CATALOG, SEE SWEET'S OR THE YELLOW PAGES

Circle OV-120 on reply card, last page

"my grandfather makes the best playground equipment in the whole world ...because he loves little people like me! he makes slides and swings and seesaws and all kinds of things. They're real strong and they're very safe. if you're going to buy playground things you better talk to my grandfather or my father first. they're both named mr. burke."



UNIQUE SPACE SAVER SLIDE... Safe fun in ¼ of the space required by standard slides, featuring bright weather-proof colors over galvanized iron and stainless steel bedway.

Please send me your complete playground planning and specification file.

J. E. BURKE COMPANY

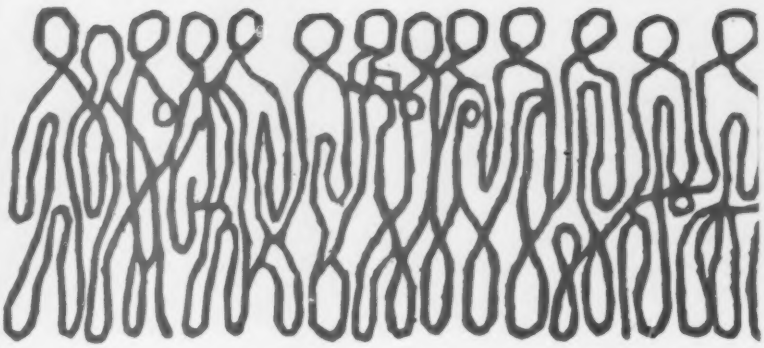
P. O. Box 986 Dept. 41, New Brunswick, New Jersey
OR
P. O. Box 549 Dept. 41, Fond du Lac, Wisconsin

Name: _____

Street: _____

City: _____ **State:** _____

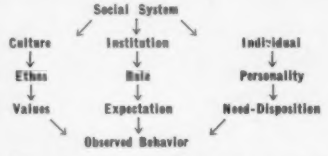
SEARCHING THROUGH



Theories on Behavior of School Leaders

PSYCHOLOGICAL and sociological role theories are providing the basis for fresh analyses of leader behavior in educational administration.

Role theorists J. W. Getzels and E. G. Guba maintain that administration is a clearly-defined social process, a hierarchy of superior-subordinate relationships within a social system, and consists of the allocation and integration of roles and facilities. Behavior in social systems, Getzels says, results from interaction of several independent phenomena shown in the following model:



The two right dimensions of the model help to explain the relationships within an organization. Addition of the third—culture, ethos, values—should now help to clarify relationships that extend beyond the educational system.

Such theoretical models have prompted a number of studies into educational administration which have produced new findings in role theory and leader behavior.

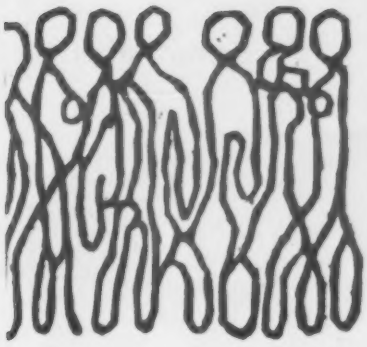
1. *Leaders exhibit a variety of leadership patterns:* In his U. of Chicago doctoral study, Robert Moser investigated relationships between the behavior of superintendents and principals, in the performance of their different roles, basing his research on three leader behavior patterns suggested by Getzels' theoretical framework. One pattern of leader behavior stressed goal accomplishment, rules and regulations, and adherence to the principle of centralized authority at the expense of the individual. The second emphasized individuality of people, minimum rules and regulations, decentralized authority, and highly individualistic relationships with subordinates. The third stressed goal accomplishment but also provided for individual need fulfillment. Moser found that although superintendents and principals expressed preference for the third leader pattern, the way their behavior was perceived by their subordinates varied widely.

In like manner, Andrew Halpin discovered four behavior patterns in terms of two dimensions of leader behavior: *initiating structure* (leader's behavior in delineating relationships with members of the work group and defining patterns of organization, communication, and procedure); and *consideration* (behavior indicative of friendship and trust in leader's relationships with his staff). Halpin's study, reported in a University of Chicago monograph, indicated that certain leaders were perceived by others to be high on both dimensions, others were low on both dimensions, still others were high on *initiating structure* but low on *consideration*, and vice-versa.

2. *Superiors and subordinates of-*

By Stephen Hencley, assistant director of the University Council for Educational Administration, Columbus, Ohio.

RESEARCH



ten hold conflicting expectations of leader behavior. Harold Guetzkow wrote in *Groups, Leadership and Men* that leaders who exhibited marked authoritarian tendencies were on the whole, rejected by their followers and accepted by their superiors, and that those who did *not* were, conversely, accepted by their followers and rejected by their superiors. Similarly, Edwin Fleishman reported in an Ohio State U. monograph that attitudes of foremen toward leadership and management of workers were more in harmony with those of superiors than with those of subordinates. Moreover, Halpin's study of Ohio superintendents showed that boards of education preferred superintendents to be very strong in *initiating structure* while teaching staffs did not.

3. *Agreement or conflict on role-definition affects attitudes toward work.* In his U. of Chicago dissertation, Elmer Ferneau investigated the interaction of school administrators and consultants to find that when they both agreed on the expectations of their roles, the consultations were deemed successful, and that when agreement was not reached, the consultations were deemed *un*successful. In another Chicago dissertation, Merton Campbell reported that teachers whose wants and needs agreed with what their principal expected had the most confidence in his leadership. Donald Moyer (Chicago doctoral) found that as agreement between teachers and principals on expectations for leader behavior increased, their attitude toward their

Circle OV-121 on reply card, last page

A New "HELPING HAND" for . . .

GUIDANCE COUNSELORS

IMC

instructional material centers

This new IMC unit can be an important visual help for Guidance Counselors . . . for literature, graphic displays, product illustrations

Check With the Distributor Nearest You for Complete Information:

American School Supply Co.
2301 Blake St.
Denver, Colorado

Harve Avants Assoc.
2974 Park Hill Drive
Fort Worth 9, Texas

Brosk Office Supply
5810 Seventh Avenue
Kenosha, Wisconsin

Burns Sales Co.
P. O. Box 5023
Indianapolis 8, Ind.

Carroll Seating Co.
5107 West Division
Chicago, Illinois

Dobson-Evans Co.
1100 W. Third Avenue
Columbus 8, Ohio

Haldeman-Homme, Inc.
2580 University Avenue
St. Paul 14, Minn.

Hoover Brothers
1020 Oak Street
Kansas City 6, Mo.

Hull Equipment Co.
6 K Street
Salt Lake City 3, Utah

Kurtz Brothers
Clearfield, Pa.

J. S. Latta & Son
2218 Main Street
Cedar Falls, Iowa

Don Myers Assoc., Inc.
365 Harbor Drive
Miami 49, Florida

Queens Equipment Co., Inc.
478 Merrick Road
Lynbrook, L. I., N. Y.

School Equipment, Inc.
647 S. Warren Street
Syracuse 2, N. Y.

B. F. Shearer Co.
1964 South Vermont
Los Angeles, Cal.

B. F. Shearer Co.
243 Golden Gate Ave.
San Francisco 2, Cal.

B. F. Shearer Co.
1947 N.W. Kearny St.
Portland 9, Oregon

B. F. Shearer Co.
2318 Second Avenue
Seattle, Washington

University School Equipment Company
1355 N. Main Street
Ann Arbor, Michigan

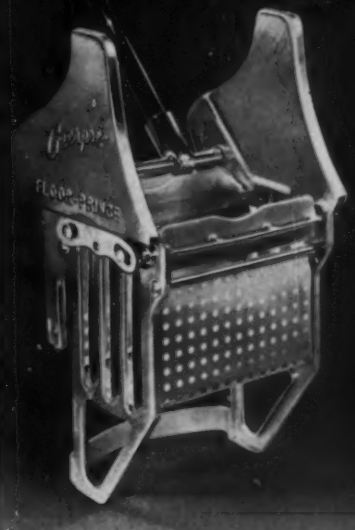
A. F. Williams Furniture Company
308-310 Park Avenue
Oklahoma City 2, Okla.

NOTICE:
This unit has already been determined by many states as suitable for approval under the NDEA title V program.

FREEDMAN AIRCRAFT ENGINEERING
P. O. Box 222, Charlevoix, Mich.

Circle OV-122 on reply card, last page

GEARED FOR MODERN MOPPING



All Geerpres wringers use an interlocking rack and gear principle of force multiplication. When the wringer handle is depressed, two cover plates fold down over and seal the mop into the wringer. As the handle continues downward, the cover plates descend and squeeze the mop against all parts of the wringer compartment. Pressure is even and produces a uniformly dry mop. Geerpres wringers are easier on mops and easier on people. Write today for new catalog.

GEERPRES WRINGER, INC. P.O. BOX 658, MUSKEGON, MICHIGAN

Circle OV-123 on reply card, last page

This man can demonstrate the "new"

SWITCHCRAFT INC.

CONCEPT IN LANGUAGE LABORATORY COMPONENTS

. . . right in your own office

Now, for the first time, you can see and operate a Language Laboratory before you buy.

There is a Switchcraft Distributor in your area who will gladly call and demonstrate this new concept to you.

Switchcraft Language Laboratory Components give you many advantages including:

1. A classroom can be turned into a Language Laboratory in minutes. 2. No permanent installation required. 3. All units especially constructed for classroom use. 4. A system that is low in cost and can be used with your present Tape Recorder or Sound System.

Developed by Switchcraft — one of the top manufacturers of Quality Electronic components.

Write or use coupon.

SWITCHCRAFT, INC.
Language Laboratory Division
5595 N. Elston Ave., Chicago 30, Ill.

☐ Have your specialist call to demonstrate Language Laboratory Components.
☐ Send full details.

Name_____
Position_____
School_____
Address_____
City_____ Zone____ State_____

Research (continued)

work improved. C. G. Brown and Betty Neitzel reported in the *Journal of Applied Psychology* that morale tends to suffer as discrepancy widens between the subordinates' definition of the leader's role and the leader's perception of his role.

4. *Misunderstood values affect personal relationships.* Getzels suggests that open or understood differences in values affect personal relationships less than differences that are vague or misunderstood. A study reported in *Psychological Review* substantiates this view: I. D. Steiner found that coordinated, collective action required each participant to take the role of the other in order to gain insight into the other's intentions. The perception thus gained resulted in greater group efficiency.

In a study involving values, value-perceptions, and confidence in leadership, Max Abbott (U. of Chicago) found that the more that board members were similar to their superintendents in value-orientations, and the more accurately they perceived their superintendents' value-orientations, the more confidence they had in their school leader. In his Ohio State U. doctoral study, Kenneth De Good also found a close association between administrative effectiveness and the precision with which administrators perceived the educational viewpoints held in their communities.

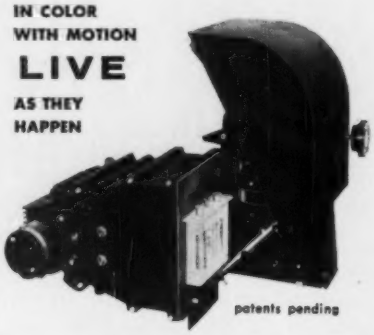
In my U. of Chicago dissertation, I reported that superintendents' misperception of others' opinions and value positions contributed to the conflict which superintendents believed confronted them. A conflict typology developed on the basis of superintendent perceptions showed that the school leaders tended toward: (a) *trouble-seeking* conflicts in which they attributed beliefs to reference groups which were in opposition to their own; (b) *innocent* conflicts in which they perceived no significant differences between their own views and those of others when, in fact, such differences existed; and (c) *keen* conflicts in which they perceived accurately the expectations held by others even though they did not concur with the expectations. ●

Circle OV-124 on reply card, last page

PROJECT

science demonstrations

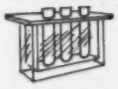
IN COLOR
WITH MOTION
LIVE
AS THEY HAPPEN



patents pending

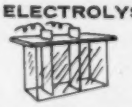
The ACT-O-MATIC projector features exclusive "dual-position" operation. When used in the horizontal position, it operates as a standard overhead projector. Simple 1-second conversion to its vertical position enables you to project actual test tubes, electrolysis cells, meters and other science apparatus. As the demonstration is performed, it is projected LIVE on the screen in large, vivid detail. Tested demonstrations and prepared transparencies are available in chemistry, physics and biology.

TEST TUBES



Used in demonstrations of color reactions, crystallizations, titrations, precipitations, etc.

ELECTROLYSIS CELLS



Vivid demonstrations of electrolysis and electroplating allow students to study every detail.

ELECTROSCOPE

Its magnified action can be observed by even the farthest student.

METERS

Milli-ammeter/voltmeter can be projected on the screen while in operation.

WRITING ATTACHMENT

Notes, diagrams, etc. are projected as you write them. 100 ft. roll of reuseable film is supplied.

ACT-O-MATIC™

DUAL-POSITION PROJECTOR

LABORATORY FURNITURE CO., INC.

Old Country Road, Mineola, N.Y.

Circle OV-125 on reply card, last page

HOLIDAYS are busy days

in a school that
takes advantage of its "breaks"

Dissatisfied with the way your floors are holding up? Now is the time to switch to Hillyard floor treatments that clean up easily, keep a "first day of school" finish all year long–and cut labor costs as much as 50%.

GYMNASIUMS
CORRIDORS
CLASSROOMS
LOCKER & SHOWER ROOMS
TOILETS
MULTI-PURPOSE ROOMS
ARTS & CRAFTS
HOME ECONOMICS
SHOPS
LIBRARIES
CAFETERIAS
KITCHENS
BOILER ROOMS

The first step–planning. Let the Hillyard "Maintaineer®" give you a specialist's help. Without charge or obligation, he'll survey your floors, recommend treatments, schedule the work, and schedule materials to be on hand as required. He'll suggest latest labor-saving, dollar-saving treatment techniques and demonstrate them to your custodial staff.

If you're not already acquainted with your local Hillyard Maintaineer (he's one of more than 160 trained floor treatment technicians, coast to coast) write us in St. Joseph. Your Maintaineer is.....

"On Your Staff, Not Your Payroll"

To Get the Most from Your Floor Care Dollar...

Plan Ahead with HILLYARD

HILLYARD
Passaic, N. J. ST. JOSEPH, MO. San Jose, Calif.

Branches and Warehouse Stocks in Principal Cities

HILLYARD St. Joseph, Mo. Dept. E-5
Yes! Please have the Maintaineer get in touch with me at once.

Name .....
School .....
Address .....
City ..... State .....

Circle **OV-126** on reply card, last page

Captain Robert F. C. Winger
Asst. Professor of Spanish
United States Air Force Academy

Battles Can be Won In the Classroom, too...

Success in the conquest of space, like success in surmounting language barriers, starts in the classroom.

At the United States Air Force Academy in Colorado Springs, the LinguaTRAINER, an electronic language laboratory system, is helping the Foreign Language Department carry out important instructional assignments.

The outstanding flexibility of the LinguaTRAINER allows instructors the widest possible freedom in programming their courses as well as in teaching. Instruction can be carried on in a wide variety of subjects simultaneously to individuals, groups, or classes.

Neither time nor attention is wasted by teacher or student in adjusting equipment. The LinguaTRAINER is controlled by simple switches and channel selectors; it's as easy as turning on your TV. The instructor's mechanical duties are minimum, and are centralized at the Teacher's Console. There's no distracting operation of any sort at the student position . . . simply an on-off switch, nothing more. Individual tape recorders and all electronics are housed in a Remote Control Cabinet.

LinguaTRAINER is the first remote control language laboratory system used extensively in schools and colleges. Nearly two years of successful on-the-job operation attest to the excellent quality and workmanship of all components.

Write for informative LinguaTRAINER Brochure

SCIENCE ELECTRONICS, INC.
195 Massachusetts Avenue, Cambridge, Massachusetts
a subsidiary of
GENERAL ELECTRONIC LABORATORIES, INC.

the *Lingua* TRAINER T.M.
ELECTRONIC LANGUAGE LABORATORY SYSTEM

A TEACHER IN NAZARETH TODAY

by Philip Gillon

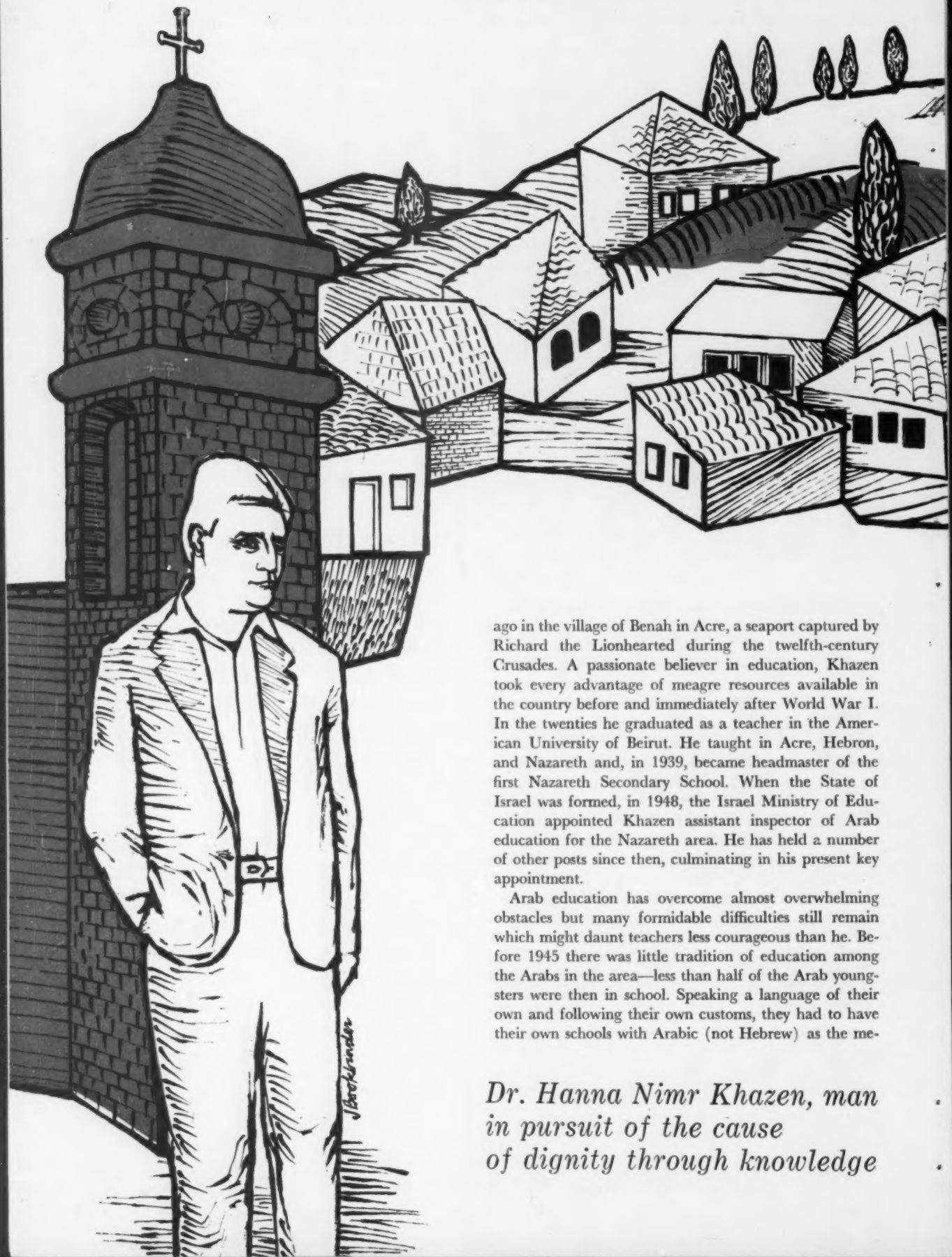
As you approach Nazareth, the view of the city climbing the mountainside is awe-inspiring. The great churches and the gray stone houses against the pale blue sky seem to be an incarnation of the vision held dear down the generations by so many millions of people.

Inside this legendary biblical town in the north of Israel there are teeming contradictions. All 30,000 inhabitants are Arabs, half of them Christians, half of them Moslems. Monasteries stand out in magnificent relief against squalid slums. Well-dressed Arab businessmen, nuns in black habits, beggers tendering their ghastly disfigurements for alms, incredibly wise looking urchins, sturdy Arab boys and girls, young Jewish farmers from the surrounding area, entranced American tourists, and tiny donkeys carrying gigantic loads—they all clamber side-by-side up and down the same steep alleys and steps where a boy known as the son of Joseph the carpenter and Mary his wife played and studied nearly two thousand years ago.

Nazareth cannot look too different today from what it did then.

At the top of one of the highest points in this City of the Teacher, a short, broad-shouldered educator with patient eyes and an easy smile is battling with very contemporary school problems. Hanna Nimr Khazen, an Israeli Arab, is inspector of education in Eastern and Central Galilee. In his charge are 13,000 Arab children (over a third of the Arab pupils in the whole of Israel) and 500 teachers in fifty-three schools.

Dr. Khazen was born fifty-eight years



ago in the village of Benah in Acre, a seaport captured by Richard the Lionhearted during the twelfth-century Crusades. A passionate believer in education, Khazen took every advantage of meagre resources available in the country before and immediately after World War I. In the twenties he graduated as a teacher in the American University of Beirut. He taught in Acre, Hebron, and Nazareth and, in 1939, became headmaster of the first Nazareth Secondary School. When the State of Israel was formed, in 1948, the Israel Ministry of Education appointed Khazen assistant inspector of Arab education for the Nazareth area. He has held a number of other posts since then, culminating in his present key appointment.

Arab education has overcome almost overwhelming obstacles but many formidable difficulties still remain which might daunt teachers less courageous than he. Before 1945 there was little tradition of education among the Arabs in the area—less than half of the Arab youngsters were then in school. Speaking a language of their own and following their own customs, they had to have their own schools with Arabic (not Hebrew) as the me-

Dr. Hanna Nimr Khazen, man in pursuit of the cause of dignity through knowledge

dium of instruction. They needed their own teachers.

"The turning-point came in 1950," says Khazen, "when the Government of Israel passed the Compulsory Education Law. This meant that all children were obliged to go to school until the age of fourteen. But it is one thing to pass laws, another to obtain the support of the people for them. We had first to educate the parents into understanding what education means."

Dr. Khazen quickly ran into a formidable problem: the education of girls. To the Moslems the idea of sending girls to school was almost anathema. For Khazen it meant long, slow work, traveling throughout Galilee and trudging through scores of villages, sitting with communal leaders for hours on end discussing and re-discussing the benefits and hazards of changing age-old traditions. Coeducation was vigorously opposed. Special classes—and, later, as funds permitted, special schools—were opened to meet the wishes of the parents.

Today the revolutionary notion of education for girls has become an accepted part of Arab life in Israel. Rare indeed is the parent who does not automatically enroll his children—sons *and* daughters—in school. This is perhaps one of the most remarkable achievements in the state's short history. The Arabs of Israel have become obsessed with the idea of getting a good education.

Philip Gillon was born in Johannesburg and now lives in Ashkelon, a coastal town near Gaza. He is a free lance contributor to the Jerusalem Post.

Like the Jews, the Arabs have the option of attending secular or religious schools—both state-run. The Bible, incidentally, forms the core of education in both Jewish and Arab schools; it is studied for its historic and literary content.

The education boom meant that thousands of children started to flock to Arab schools, eager to learn to read and write. Where were the teachers to come from? Throughout Israel the shortage was acute. The training of teachers could not keep pace with the influx of Jewish immigrants. But the need for teachers in the medium of Arabic was desperate. The government was prepared to pay salaries, but what about manpower? At first, anybody with matriculation standards was accepted. Even today 60 percent of the teachers are unqualified; but the prospects for improvement are bright. An Arab College for teachers has been established in Jaffa and many Arab educators study at Hebrew University in Jerusalem. Significantly, half the new teachers are women.

It is hoped that within a few years the shortage of Arab teachers will disappear. A new problem may then arise: should unqualified personnel who bore the burden of the hard years be replaced by fully qualified young graduates? This question has given trouble in the rest of Israel. Meanwhile the government is encouraging unqualified teachers to study during vacations and complete the necessary examinations.

Another vast problem for Khazen and his colleagues is lack of classroom space, teaching equipment, and books. The government contributes almost the entire budget for the building of schools and hopes for participation of some kind from local councils. Some parents do not yet understand that their children have to buy books.

Inspector Khazen's days—and nights—are a whirl of debates, meetings, correspondence, plans. A teacher comes to him and says he is not satisfied to live in a Galilee village where conditions are unhygienic and demands to be transferred to Nazareth. A man and a woman, both teachers, want to marry; she must be in the same town, preferably the same school (she says) as her husband. The chairman of the local council says he cannot find money to equip that new classroom the state has just built for his village. They all run to Khazen with their worries. And then comes a call from the Ministry of Education—they want him urgently for a conference in Jerusalem.

Khazen's own family reflects the benefits of his belief in education. He has three sons and four daughters. One daughter graduated from college in the United States and now teaches in Nazareth. The second teaches in Nazareth High School, the third is married to the headmaster of Ramlo School. A son is studying medicine at St. Louis, Missouri; another studied pharmacy in Beirut. His youngest children, twins, go to school in Nazareth.

As the world prays fervently for peace, Khazen and educators like him all over Israel are patiently working for the spread of knowledge and understanding, and for peace and good will to follow in their wake. ●

Who's Who in CONGRESS

Now that the smoke has cleared from the election landscape, we find an interesting legislative-executive relationship that bears closer study. The Democratic Party is now in control of White House, Senate, and House for the first time in eight years. Depending on President-elect Kennedy's influence with his colleagues on Capitol Hill, it is still safe to say that more cooperation may be evident between the executive and legislative branches during the next four years than was enjoyed in the last four. This has great meaning for educators.

Mr. Kennedy has made his position amply clear on several issues in education: federal aid for school construction and teachers' salaries, integration, and college housing, for example. However, the actual legislation on any or all of these will be steered through (or bogged down) by the men on these pages. They are the Senators and Congressmen who have been on the several education committees of both houses and will doubtless return to them again for the 87th Congress. They represent the familiar coalitions and compromises of the past; these did not change and may have only been reinforced.

The composition of the Congress has, however, changed significantly in some respects. The powerful Majority Leader, Lyndon Johnson, now enters as Senate President, voting only to break ties. Mike Mansfield, considered more liberal than Johnson, will now work the floor. Senators O'Mahoney, Green, and Murray, longtime friends of education, have retired. In the House, Representatives Forand, Wainwright, Holt, and Metcalf are gone, as is Graham Barden, powerful former chairman of the House education committee. All in all, President Kennedy will have difficulty getting his kind of education legislation through the 87th Congress.

Clark

Case

Senators

CLIFFORD CASE (R—N. J.): Member of Labor and Public Welfare Committee and Aeronautical and Space Committee; author of defeated Case Amendment to McNamara School Construction Bill; voted against Clark and Clark-Monroney Amendments, for Dirksen Amendment (which would have reduced federal support), absent on McNamara vote; regarded as liberal Republican; former president of Fund for the Republic created by the Ford Foundation; trustee of Rutgers U.; entered state politics 1943, elected to U. S. House of Representatives 1945, to the Senate 1954; education—public schools, Rutgers (AB), Columbia (LLB).

JOSEPH CLARK (D—Pa.): Member of Senate Labor and Public Welfare Committee and Banking and Currency Committee; author of S 3007 which would provide loans for construction of academic facilities for higher educa-

tion; voted for the McNamara School Construction Bill, added his own amendments (Clark and Clark-Monroney) to include federal aid to teachers' salaries; was reform mayor of Philadelphia (1952–1956); elected to the Senate in 1956; was member of Board of Overseers, Harvard U.; education—private schools, Harvard (BS), U. of Penn. (LLB).

JOHN SHERMAN COOPER (R—Ky.): Co-author of Cooper-Javits Amendment to liberalize the Administration proposal for long-term debt payments on school construction; voted for McNamara Bill and Clark and Clark-Monroney Amendments; member of Labor and Public Welfare Committee and Public Works Committee; entered public life in Kentucky legislature 1928, has served on the bench; was delegate to U.N., Ambassador to India, consultant at NATO, advisor to UNESCO; first elected to the U. S. Senate in 1946, has been in and out since; education—public schools, Yale (AB), Harvard Law School.

J. WILLIAM FULBRIGHT (D—Ark.): Member of Subcommittee on Housing of the Senate Committee on Banking and Currency; co-sponsor (with Sen. John Sparkman, D—Ala.) of S 2950, a bill to increase by $500 million the authority of the Housing and Home Finance Agency to make loans under the College Housing Loan Program; voted for Clark and Clark-Monroney Amendments and for McNamara School Construction Bill; an early proponent of student exchange, sponsor of P.L. 584 (the Fulbright Act); entered House of Representatives in 1943, the Senate in 1945; former U.N. delegate; former law instructor (George Washington U.) and lecturer (U. of Ark.), former president of U. of Arkansas; education—public schools, U. of Ark. (BA), Rhodes Scholar at Oxford U. (BA, MA), George Washington U. (LLB).

CARL HAYDEN (D—Ariz.): Chairman of Senate Appropriations Committee, one of the Senate's most important committees with some of the Senate's most eminent members; during the last session supported McNamara School Construction Bill and Clark-Monroney Amendment; is one of the oldest members of Congress (83), entered the House in 1912, the Senate in 1927; is "President Pro Tempore" in the absence of the Vice-President of the U. S.; education—graduate of Normal School of Arizona and of Stanford U.

LISTER HILL (D—Ala.): Chairman of the Senate Committee on Labor and Public Welfare; during last session supported McNamara School Construction Bill and Clark-Monroney Amendment; was elected to the House in 1923, the Senate in 1938; had been president of the Montgomery, Ala., Board of Education, 1917–1922; was Senate Majority Whip during war years; education—graduate of Starke U. School, Montgomery, U. of Ala. Law School, Columbia U. Law School.

MIKE MANSFIELD (D—Mont.): In line for chairmanship of strategically important Senate Rules and Admin-

Cooper

Fulbright

Hayden

Hill

Mansfield

McNamara

Bailey

Cannon

Elliott

Fogarty

istration Committee and has good chance of becoming Senate Majority Leader; voted for Clark and Clark-Monroney Amendments and the McNamara School Construction Bill; former professor of Latin American and Far Eastern history, Montana State University; elected to House of Representatives 1942, to the Senate in 1952; made Majority Whip in 1957; between 1919 and 1922, he was in the Navy, Army, and Marines, in that order; education—public schools, Montana School of Mines, Montana State U. (AB, AM).

PATRICK MCNAMARA (D—Mich.): Member of Senate Labor and Public Welfare Committee and Public Works Committee; author of S 8, School Construction Bill of last session; former member of Detroit Board of Education (1949–1954), former vice-president of Detroit Federation of Labor, former City Councilman; elected to U. S. Senate in 1954; has favored federal aid for school construction and teacher's salaries, voted for his own bill and for Clark and Clark-Monroney Amendments; education—New England public schools.

Representatives

CLEVELAND BAILEY (D—W. Va.): Chairman of House Subcommittee on General Education; voted against Powell Amendment, against Kearns motion to recommit, for House School Construction Bill; former high school principal and district superintendent of schools (1910–1918), W. Va. State Director of Budget (1941–1944), elected to Congress 1945; member, NEA and National Association of School Finance Officers; education—public schools, Geneva (Pa.) College.

CLARENCE CANNON (D—Mo.): Chairman of House Appropriations Committee which passes on recommendations of its education subcommittee; voted for Powell Amendment, against Kearns' motion to recommit, against House School Construction Bill; one of the oldest legislators (81) and a precise parliamentarian; entered Congress in 1923; former professor of history, Stephens College; education—public schools, William Jewel College (AB, AM), U. of Mo. (LLB).

CARL ELLIOTT (D—Ala.): Chairman of House Subcommittee on Special Education of Education and Labor Committee; House author of National Defense Education Act; voted against Powell Amendment, against Kearns' motion to recommit, and against House School Construction Bill; education—public schools, U. of Ala. (AB, LLB).

JOHN FOGARTY (D—R. I.): Chairman of House Subcommittee on Labor, Health, Education, and Welfare of the Appropriations Committee; voted for Powell Amendment, against Kearns' motion to recommit, for School Construction Bill; his committee appropriates money for all House legislation passed in these four fields; has advocated federal scholarships for science students; elected

to Congress 1940; former bricklayer; education—private schools, Providence College.

CHARLES HALLECK (R—Ind.): Minority leader, House of Representatives; longtime opponent of federal aid to education; will influence Republican membership on standing committees; voted for Powell Amendment, for Kearns' motion to recommit, against final Bill; elected to Congress 1935, was Majority Leader in 80th (the "Do-Nothing Congress," according to President Truman) and 83rd Congresses; education—public schools, Ind. U. (AB, LLB).

Halleck

CARROLL KEARNS (R—Pa.): Ranking Republican member of House Education and Labor Committee; introduced motion (defeated) to recommit Thompson School Construction Bill to committee in order to report back an Administration measure; voted for Powell Amendment, for his own motion, against final version of School Construction Bill; broad background in education, including assistant director of special schools (Chicago), chairman of music department at Slippery Rock (Pa.) State Teachers College, superintendent of Farrell (Pa.) schools, member of several professional organizations (NEA, AASA); elected to Congress in 1946; education—public schools, Chicago Musical College (BM, DM), Westminister College (BS), U. of Pittsburgh (MED).

Kearns

ADAM CLAYTON POWELL, JR. (D—N. Y.): With retirement of Graham Barden, he is now senior Democrat on House Education and Labor Committee in line for its chairmanship; author of Powell Amendment to House School Construction Bill to keep federal funds from segregated schools; voted against Kearns' motion to recommit, for House Bill as amended; minister, Abyssinian Baptist Church; active in Negro affairs; first Negro Councilman in City of New York in 1941, elected to the House in 1944; education—public schools, Colgate (AB), Columbia (MA), Shaw U. (DD). Virginia Union U. (LLD).

Powell

HOWARD SMITH (D—Va.): Chairman of House Rules Committee; credited with defeating federal aid to education during last session by refusing to appoint House members to Joint Conference Committee; voted against Powell Amendment, against Kearns' motion to recommit, against House School Construction Bill; entered public life as a judge, elected to Congress in 1930; member, Board of Visitors, U. of Va.; education—private schools, U. of Va. (BL).

Smith

FRANK THOMPSON, JR. (D—N. J.): Member of House Education and Labor Committee and Subcommittee on General Education; sponsor of House version of School Construction Bill; has previously introduced similar legislation in the House; voted against Powell Amendment, against Kearns' motion to recommit, and for School Construction Bill; entered politics at state level 1949, elected to Congress in 1954; education—parochial and public schools, Wake Forest college and law school.

Thompson

Wide World photos

School Days For the Old Grad

by Victor Danilov

College reunion trend: the alumni institute

WHEN THE ALUMNI of the University of Michigan donned their raccoon coats and headed back to Ann Arbor for their 1930 college reunion, they found themselves party to a new back-to-school movement: the alumni institute. Instead of reminiscing about the razzamatazz days of their college youth, the grads settled down to a short but serious session of courses organized by their alumni association and introduced that year as part of the reunion program.

Michigan started a trend. Today several hundred colleges and universities over the country are taking advantage of the presence on campus of former students to offer continuing education programs.

The alumni institute takes any of a number of forms—faculty lectures at reunions, a several-day conference on campus, retreat in the mountains, or even a traveling faculty team. It is not the form that matters as much as its purpose: to awaken the slumbering quest for knowledge that seems to lull most alumni after graduation.

To realize this purpose an institute will utilize faculty members, businessmen, government officials, and alumni themselves, in a program designed to update the former student on current events, rekindle interest in the humanities and science, generate an appreciation of the arts, and impart helpful information for everyday living.

While the alumni institute got its start thirty years ago (the University of Michigan has since expanded its pioneering program, titling it "Alumni University," and now enrolls several hundred alumni in reunion week courses), it has been only in the last decade that the movement has picked up momentum and made itself felt in alumni and educational circles.

Dartmouth College, one of the earlier pioneers, established its alumni continuation education program in 1937, tagging it "Hanover Holiday." It schedules five classes for the middle five days of a ten-day reunion pro-

gram each June. Morning and evening lecture-discussions deal with such topics as space travel, urban renewal, and the United Nations. Lecturers usually are faculty members and alumni leaders in various fields, but have included non-Dartmouth senators, lawyers, cabinet members, and businessmen. Attendance at the Hanover Holidays varies from several hundred to a thousand alumni.

The Penn State Alumni Association added an alumni institute to its three-day June reunion program in 1951. The institute each year is given a different theme, such as "Living in an Age of Tension" and "Civilization in 2000 A.D." Themes are explored in two phases: informal discussion by faculty members, and a series of twelve to sixteen lectures scheduled so that each alumnus can attend two lectures. The institute concludes with a "state of the university" address by its president.

The University of Colorado Associated Alumni launched its three-day alumni institute on campus during the summer of 1959. Lectures and seminars ranged from art and music trends to domestic and foreign relations, embracing the Institute's theme, "The World—Today and Tomorrow." Speakers included faculty members, businessmen, a domestic relations court judge, a student chaplain, an anthropologist, and a government official.

Three summers ago, Yale's Alumni Board began its "Yale Alumni Seminar" program, scheduled for the week in June between commencement and college reunion. Several dozen registrations were expected for the initial session, but more than a thousand alums showed up with note pad in hand. Last year's program took up Africa, contemporary arts, the living cell, and frontiers of philosophy. Each topic is explored in a one-hour daily lecture by a Yale professor, an hour of follow-up discussion, and an informal discussion during the evening. A reading list is prepared for each course and distributed in advance of the seminar.

Harvard attracts more than 10,000 alumni to an elaborate commencement week program, called "The University Today," which includes symposiums, exhibits, open houses, speeches, and reunions. Symposiums deal usually with the results and significance of research by faculty members in important areas of learning; recent topics have included "The Soviet Union Today," "Space Travel Is Just Around the Corner," and "Humanities in the Age of Science."

Two years ago, Washington University of St. Louis tried a slightly different approach to the alumni institute idea. A week-end institute was held at a resort in the Ozarks with attendance limited to the twenty-fifth reunion class (when the response was slow, however, the institute was opened to several other classes). In the rarified atmosphere of a mountain retreat, faculty members conducted sessions on botany, fine arts, physics, and English literature.

The University of California Alumni Association has been conducting continuing education programs for its alumni for twenty-five years, both on and off campus. Called "University Days," they are held annually on the Berkeley campus and in San Francisco, Los Angeles, San Diego, and Modesto—and occasionally in other population centers around the state. The one-day programs consist of talks by faculty members and university officials on current subjects like automation, smog control, foreign policy, scientific developments, and university expansion plans.

PERHAPS THE most extensive off-campus alumni continuing education program is at Stanford, which has had a traveling faculty lecture program on the road since 1933. Called the "Stanford Conference Program," the show is a joint venture of the university, the alumni association, and local alumni clubs. A team of faculty members and university officials presents about a dozen one-day programs each year in cities across the nation. Lectures and panels deal with problems of the world and of Stanford (space travel, juvenile delinquency, racial segregation, election analysis, and campus building plans). A faculty member coordinates the program and the university pays for all the traveling expenses.

Alumni education at the University of Denver takes the form of lecture series. The alumni association sponsors a series of luncheon lectures at a downtown restaurant each fall and spring. Faculty members and university officials lecture to an average attendance of seventy-five alumni on such everyday subjects as mental health, creative thinking, taxes, scientific advances, and religion.

Roosevelt University Alumni Association several years ago started neighborhood discussion groups in Chicago. These groups meet every few weeks at the homes of participants on a rotating basis. Interests of the group dictate the topics. Discussion leaders, usually faculty members or knowledgeable alumni, furnish reading lists for the discussions.

How successful are these efforts? Well, let's ask the people who should know—the men responsible for arranging the programs.

Daniel S. Cheever, Harvard's director of alumni affairs: "Success? Attendance? Well, we couldn't be any busier and survive. A safe generalization is that alumni are increasingly interested in the real purposes of a university—its intellectual achievements."

Herbert W. Hill, director of Dartmouth's Hanover Holiday: "The people who come like it very much indeed and there are a number who have attended several times, some as many as eight or ten years. The interest in the program has been so great, in fact, that we have put on a one-day Hanover Holiday for alumni clubs in Boston, New York, and Chicago."

Ross B. Lehman, assistant executive secretary of Penn State Alumni Association: "This medium is one of the best ways of inciting alumni-university relations. It brings the alumnus up to date on educational programs at the university and also gives him a more complete picture of the needs and attributes of his alma mater. In addition, it offers perhaps the only opportunity for an alumnus to get better acquainted with the professors and educators of today." ●

Mr. Danilov is director of information for the University of Colorado, which began its alumni institute in 1959.

Teaching Languages The Army Way

by Colonel James Collins, Jr.

WHEN ASKED recently "What worries you most about America today?" historian Samuel Eliot Morison revealed a disquieting national deficiency in his answer: "I am very concerned that 85 percent of public school graduates are without knowledge of a foreign language."

The United States Army anticipated his concern by nearly two decades. In 1941, practically as the Japanese fleet set sail for Pearl Harbor, a group of linguistically-minded Army officers, troubled by the imminent conflict with Japan, established an eleventh-hour program in Japanese. This led in nineteen years to the largest single institution for language study in the free world. That institution is the United States Army Language School in Monterey, California, where nearly 2,000 officers and men this year will undertake intensified programs in twenty-eight foreign languages.

Fortunately, public school indifference to language teaching is fast disappearing. But despite their enthusiasm, many administrators and language teachers are puzzled about how to set up a language program. Each year many of them who have heard about the "Army Method" flock to the Army Language School in search of answers. What they seek is not a way to transfer the School's method directly to their own language curricula, but rather to find those techniques that can be adapted to the teaching of foreign languages in elementary and secondary schools.

For more than a decade the United States Army has been faced with the imperative need for the means to

---

Colonel Collins, commandant of the Army Language School, is fluent in French, Spanish, and Italian. He is a graduate of West Point and holds a master's degree in international relations from the University of Virginia.

bridge the linguistic gap between this country and those nations with which we are allied under collective security agreements. An equally bristling challenge to America is the continuing need to "get on speaking terms" with the world's uncommitted lands which make up one-third of the earth's family of nations and which now lie in the shadow of threatened Communist expansion. To surmount these formidable obstacles, the armed forces must provide a continuous flow of skilled linguists. The immediate and practical objective of the Army Language School program is to accommodate that need by giving military officers and men the ability to speak and understand a foreign language.

Twenty-eight languages are offered. These range from Arabic and Albanian to Ukrainian and Vietnamese. We also offer the familiar languages of Western Europe—French, German, Italian, Spanish, and Portuguese—but these do not occupy the preëminent positions given them in civilian schools. Here, Russian and Chinese also claim the energies of a heavy proportion of our student body.

Staffing this program is one of our biggest problems. We find teachers from literally every corner of the globe. Our faculty members must be native-born to the language they teach; since few qualified teachers who meet that requirement can be found in this country, we have had to look for them all over the world. Naturally, we can hardly recruit teachers in Iron Curtain countries, so we have had to rely here on émigrés and political refugees. Currently, we have 400 teachers on the faculty and they represent forty countries. Some were educators, others doctors, poets, and engineers. But whether trained teachers or not, all undergo a special training program before they enter the classroom.

Army classes are small and intensive. Here two noncoms, already able to speak Arabic, now learn how to write it.

There is no Army method, per se, that our teachers must learn. The Army needs people who can *actually speak* a foreign language, thus the "Army method" is fundamentally the concept of allowing sufficient time for language study to make its results meaningful. Our classes are small—eight students per instructor—in order to prevent dilution of individual attention.

AN INTENSIVE program of the kind we use necessarily involves a wealth of methodological terms: oral-aural (or audio-lingual), informant drill, direct method, etc. While all of these and many more are constituent elements of our methodology, none is an exclusive definition of how we teach languages. In planning our courses we first have to deal with the language descriptively rather than prescriptively; that is, to develop teaching materials in that form of language which is actually spoken and written by native users.

Language is taught at the Army Language School basically as a spoken form. Language is a skill and must be learned as such; the learning, therefore, requires a high degree of controlled practice under conditions that will cause students to use it in as natural a manner as possible. Because we regard language as primarily a spoken activity, our stress is on speaking and understanding.

We do not ignore reading and writing. They are, however, secondary objectives. Writing is a phenomenon entirely different from speech. One need only note the distinct relationship of graphic and sound symbols in English to see how erratic that relationship is (bow-bough; bough-rough). Even in Spanish, where the graphic symbol almost always represents one speech sound, reading and writing should not be introduced too soon, for the graphic symbol may represent a different sound from that of the the same symbol in English.

Reading and writing are not introduced until the student acquires adequate pronunciation, considerable motor skill and a structural grasp of the second tongue. In this way he is able to read in terms of the foreign sound, not those of his native English. There is no better way to achieve an extensive vocabulary than by reading in the later stages of instruction, but the student must first have fluency in speech in order to practice reading and writing within the framework of the new language.

Essentially there are four proficiency goals of our program:

1. The ability to communicate, i.e., to understand and be understood in any usual situation.

2. The ability to read and understand with sufficient insight.

3. The ability to grasp the meaning of a rather com-

plex and mature text and subsequently with the aid of a dictionary to understand its content in detail.

4. The ability to act as interpreters and translators within the limits of the above-mentioned skills and knowledge.

These objectives are attained by average students. The above-average, as you might expect, achieve considerably greater proficiency.

LIKE MANY public schools, we make great use of the language laboratory throughout our courses, but it should be understood here that ours is a very different teaching situation. Our classes are small, and each student in the course of a day's instruction may encounter as many as six different instructors, all natives of the country whose language he studies. Therefore, our laboratory is not a substitute for the teacher—it merely supplements his work.

As for the specifics of laboratory usage, I might make several points. First, preparation of tapes for laboratory use requires great care. They must be coordinated with the lesson, and in the early stages of the course should not present new material. The review material may be from the lesson of the previous day or from a lesson early in the course. The exercises may be simple: listening; production of sounds and words in the early pronunciation phase; question and answer drills for the structural phase; and, in the later application phase, comprehension exercises, after which there is a free oral composition by the student.

Later on, we introduce supplementary exercises, such as dictation and listening to simulated news broadcasts. These auditory comprehension exercises train the student to grasp over-all meaning when he does not necessarily know all the words he hears.

The laboratory is also used for clinical or remedial work, make-up lessons for work missed, and additional drill for slower and advanced students.

The laboratory has advantages for any school. The exercises are stimulating. To many students the very mechanics of the laboratory are interesting. The tape transmits a strong and direct impulse to the student without interference and without distractions. In a booth, the student is a class unto himself. He has no embarrassments in trying out the language and he is forced to answer every question, not a percentage that diminishes as the size of the class increases. Whether the lab is elaborate or merely a tape recorder with earphones, its most important functions are the increase of comprehension and the opportunity for drill in material introduced earlier.

German and Romance languages are covered in six-month courses and Rumanian in nine; all other language courses are a year in length. They are divided into three mutually integrated phases: pronunciation, structure, and application. While all language elements are practiced in each phase, emphasis will shift.

Normally, the pronunciation phase covers the first four weeks of each course. During this period, the student is trained in recognizing the contrasting differences of the phonological items, as well as imitating the sounds, stress, and intonation. At the same time, he is drilled in high frequency structural patterns which are incorporated in brief dialogues.

The second phase of the course emphasizes the structure of the language. The length of this period depends on the total length of the course; in six-month courses it is approximately twelve weeks, and in nine-month and one-year courses, twenty and twenty-six weeks respectively. Its objective is to teach the student the grammatical structure of the language and enable him to use it in all everyday living and military situations. Study materials include dialogues on commonplace social situations, intensive inductive grammar drills, and reading selections.

The application phase constitutes the remainder of the course. Here the student is placed in as many military and daily-life situations as possible. This permits free use of the language and helps to prepare him for his military language assignment.

MUCH HAS BEEN said in praise of the Army Language School graduate's ability to sound like a native speaker of the language. School people ask how we do this. Except in rare instances, we do not produce a graduate who is indistinguishable from someone native-born to the language. In a year's time, this goal is unattainable. We are, however, able to produce a student whose speech approximates that of a native. To do this, a student is first introduced to his study of a foreign language through constant repetition of sounds and patterns peculiar to the language. He mimics his instructor in the reproduction of these sounds and is taught to repeat with the proper gesture, stress, and intonation. Even after acceptable speech habits are formed, he is drilled intensively on the sound system of the language.

From the very beginning, the basic units of classroom practice are complete and meaningful sentences. At first these are necessarily very short. Nevertheless, they are linked with realistic life situations and stress the basic functions of language as communication.

As the new speech habits are formed, the student is introduced to graphic symbols and written characters. In some languages, such as Spanish or Hungarian, the spelling is relatively regular and no phonetic transcription is used. But in languages involving special problems of spelling, such as French—or, more radically, Chinese and Japanese where the writing system is extremely complicated—a transcription or transliteration is necessary in the beginning. In any case, the student practices the writing system of a language on the basis of what he has already learned and mastered as sound.

Post-war changes have blurred the geo-semantic line between "domestic" and "foreign" areas of interest. In this position, America's destiny cannot be separated from the safety of the rest of the free world. Thousands of Americans, both military and civilian, going abroad each year must travel with proper linguistic credentials. By thus bridging the gap of understanding more than by stockpiling atomic weapons hinges the survival of America. ●

Hedrich-Blessing

DESIGNING THE NON-SCHOOL CLASSROOM

by Michael M. Kane, A.I.A.

Elementary school? No, a house of worship. Classroom and auditorium shown here are part of the new 42-classroom education center added to the Temple in Cleveland.

THE DEMAND for more education is producing facilities equipped for teaching in the most unexpected places. Walk through any community and you will come upon "classrooms" in union buildings, churches, community centers, industrial plants, and even fire stations.

Take the latter, for example. The town that needs a fire station no longer wants space for just hook and ladder, fire engine, and gong. Now township trustees specify an instruction room, well-lighted, color-keyed, and equipped with chalkboard, map rack, and public address system. They want a center for civil defense where firemen can be taught not only techniques of fire-fighting and first aid but all the other things expected of them, like resuscitating infants and even delivering them.

C. R. Dietrich, chairman of the safety committee in Sheffield Lake, Ohio, explains that his community's thirty-man volunteer fire department must be given twenty-eight hours of training by an instructor from the state university. "We once had to use a classroom in a school building," he said. "With our new station we have an instruction room of our own, large and well lighted, with sufficient equipment for practice sessions."

Labor officials have come to recognize education as an

U.A.W. local built classrooms and teaching equipment into its plant for day and night shift education program.

integral part of the labor movement, also. Local 1250 of the United Auto Workers told us their new offices must provide for three functions: administration, education, and recreation. The union now offers courses in their new building for day and night shifts of workers from the Ford plant across the highway. Subjects include time studies, history of the labor movement, parliamentary procedure, public speaking, provisions of contract, and workmen's compensation and unemployment insurance.

"The design of our building has provided the opportunity for an educational and social program that would not have been possible before," says Alfred Granakis, president of the local. "It's a good thing we planned our room sizes and built in teaching equipment with this educational program in mind, because it is ballooning."

In the field of church architecture, designing the facilities for instruction has become as important as design of the church itself. In fact, in the case of the Jewish congregations, the pursuit of wisdom is considered so important that, according to rabbinical law, the school must be built before the sanctuary.

The Temple in Cleveland recently added a new wing to its educational center, providing its congregation with forty-two classrooms, library, museum, arts and crafts room, and auditorium.

"Judaism recognizes that society is only as strong as its educational system," Rabbi Daniel Jeremy Silver of the Cleveland Temple told his architects. "All of the eighty-two persons on the school staff have teaching certificates and special training in religious education. Naturally we wanted to provide them and their students with the best teaching equipment. We now have facilities for seminars, panels and lectures that are part of a modern adult education program."

Corporations and industries, too, are specifying space for lecture rooms and auditoriums, equipped with visual aids and teaching devices. This is particularly true of those with research and internal training programs.

The new research and engineering center designed by John Kress, Jr., for Preformed Line Products Company in Cleveland will include an auditorium equipped with slide projectors, tape recorders, overhead projectors, working models, and chalkboards. It will be used for lectures and seminars for staff engineers and visiting experts as well as students from Case Institute of Technology.

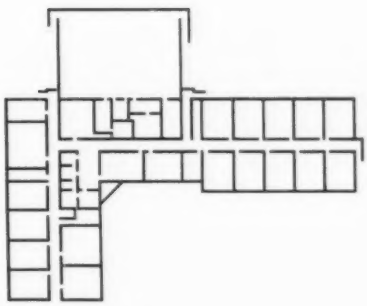
"Our goals for internal education are high," reports J. C. Poffenberger, Preformed's assistant director of research. "If we ever realize them completely, that will be evidence that our sights are not set high enough."

Designing and equipping such specialized learning environments are two of the major challenges for architects. They require more than proficiency in mathematics and ability to wield an artistic pencil. The architect must be something of an educator himself. ●

Mr. Kane, Cleveland architect, understands educational problems from the vantage point of his drafting board.

Ed Nano

This classroom is not in a high school but in the new fire station in Sheffield Lake, Ohio. Equipment is geared to a specialized curriculum that teaches how to fight fires, administer first aid, and even deliver babies.



This beautiful school was erected and furnished complete for only $15.26 psf.

There's nothing "old school" about this classroom. You can order modern desks, chairs, tables, blackboards and lighting fixtures with your AmBridge Modular School. The interior steel panels are colorfast, and you can clean them with a pail of water. This is the Elwyn Training School near Philadelphia. Architect: G. C. Freeman, Reading, Pa. It was built by the American Bridge Division of United States Steel, with modular structural components that arrive at the site ready for immediate installation. Total cost per sq. ft. was only $15.26. Everything, including the kitchen sink, can be furnished by American Bridge. An AmBridge Modular School gives your architect a chance to create the complete school you want with a price and delivery that will please you. Write for our 24-page booklet on AmBridge Modular Schools. Ask for an extra copy and give it to your architect. American Bridge Division, United States Steel, 525 William Penn Place, Pittsburgh 30, Pennsylvania.

USS and AmBridge are registered trademarks

Size and Description: Area 42,000 sq. ft. • 17 Classrooms (Teaching Stations) • Home Economics Room • Music Room • Woodworking Shop • Printing Shop • Library • Gymnasium (72' x 100') • Air Conditioned Office Suite • Boys' Locker Room & Showers • Girls' Locker Room & Showers • Teachers' Lounge • Utility Rooms • **Capacity:** 550 pupils • **Cost:** Total price—$641,000 including furniture, equipment, mechanical trades, site development and architect's fee. Total cost per pupil—$1,165.00 • Total cost per sq. ft.—$15.26

American Bridge
Division of
United States Steel

USS

Make It Fire Safe

FIRES COST AMERICAN schools and colleges more than $26 million last year. And 1959 was just an average year. Over the past five years there has been an average of twelve major school fires a day, with a daily property loss of $73,000. The human toll has been incalculably greater—during this century an average of eighteen children, teachers, and firemen have died each year in college and school fires.

Fire tragedies occur primarily because of human error. The toll is needlessly high. Better maintenance practices could have prevented many of them and could have trimmed the life and property loss in others.

School authorities and fire officials have agreed on specific precautions that can make any school comparatively fire safe. Check them against your fire-safety practices:

Daily inspection—Check school buildings daily before classes start to see that fire doors aren't wedged open, outside doors are unlocked, and panic bars are unchained. (An excellent form, called "Inspection Blank for Schools," is available free from the National Board of Fire Underwriters.) A regular checkup is important not only for safety; it may also help bring down insurance costs.

Tragic tally: $26 million worth of property and eighteen lives are lost each year in school and college fires.

Fall and winter inspection should concentrate on protecting the sprinkler system from freezing: gravity tanks, dry piping, drain valves, and other critical parts. Night watchmen should be given additional instructions in this kind of cold weather surveillance. (About one-third of all school fires occur between midnight and 6 a.m.)

Danger areas—In a study of the place of origin of 300 school fires, the National Fire Protection Association found that forty-eight started in classrooms, forty in unused attics, thirty in furnace rooms, twenty-eight in storage rooms, and twenty in auditoriums.

Alarm systems—Fires spread with unbelievable speed. The Los Angeles Fire Department conducted a series of test fires in an abandoned three-story school building built of brick exterior walls over a concrete frame with wood only on classroom floors and roof. Tests were made under normal operating conditions.

The results: The fire started in the basement took exactly two minutes to fill the first floor with deadly smoke. Within six minutes every corridor in the building was completely uninhabitable. The same held true for fires started in first-floor classrooms.

The test demonstrated the need for an alarm system which quickly alerts students and fire department. Of course, in fire-prevention-minded schools everyone is taught how to ring the alarm. (In some schools, women are even taught how to break the glass, if necessary, with their high-heeled shoes.) Institutions whose alarm systems do not automatically alert the fire department should devise a plan for notifying the department the instant the alarm rings.

Christmas safety—The holiday season coming up holds the greatest danger of fire. If they take precautions, teachers and pupils can decorate classrooms and lobbies without risking a fire. *College and University Safety Newsletter* suggests the following Christmas tree spray formula: mix nine ounces of borax and four of boric acid in a gallon of water and apply generously to all parts of tree with an insect spray gun. Flame-proofing sprays are available commercially, but Underwriters Laboratories, Inc. has not found any treatment so flameproof that the user can relax the usual fire precautions (stand tree in water, keep it away from heat and exits, check tree lighting for frayed cords, never use candles, etc.). The National Fire Protection Association urges schools to use completely non-combustible decorating materials (metal, glass, asbestos). It classes ordinary

Circle OV-128 on reply card, last page

Bancork

BULLETIN BOARDS

•

Banrite

CHALKBOARDS

- **CORK BULLETIN BOARDS** in 17 colors, including the new E-Z Clean-Plastic Sealed. Furnished cut to your given sizes, mounted on various backing boards, or in full rolls.
- **COMPOSITION CHALKBOARDS** in 7 colors. Also Porcelain-on-Steel and Natural Slate Chalkboards.
- **ALL BOARDS FURNISHED** unframed or framed with oak or anodized aluminum.

- **FRAMED COMBINATION BOARDS** Any combination of cork bulletin board, chalkboard or pegboard.

- **FLOOR STAND BOARDS** Reversible and non-reversible; in various combinations.

Send for brochure

BANGOR CORK COMPANY, INC.

Pen Argyl, Pa.

crepe paper and proxylin plastic decorations as "highly flammable."

Fire-retarding techniques—Smoke barriers and fire-retardant paint can check fire damage. Arnold Jeffries of Philadelphia's school building maintenance division describes an experiment his group performed:

Three minutes after a smoke bomb was ignited in a stairway with a smoke barrier, the steps became impassable. But it took twenty-two minutes for any appreciable amount of smoke to drift into the corridors. In an unprotected stairway, within three to four minutes the stairway and corridors were so dense with smoke that they were lethal.

Fire-fighting equipment—The National Board of Fire Underwriters claims, "There is no better means of providing life safety in school buildings than a properly installed and maintained system of automatic sprinklers." A study by the National Fire Protection Assn. examined factors contributing to the extent of damage in 300 school fires and found that 277 of the buildings had no sprinklers and that 259 had no automatic detection system or watchmen.

Lacking automatic sprinklers, schools should provide hand-operated equipment. Francis Scovil, Fyr-Fyter Company executive, explains the types of extinguishers needed for different fires: easily combustible materials like wood and fabric need a "cooling and quenching" extinguisher; flammable liquids should be "blanketed or smothered"; fires in live electrical equipment require a "non-conducting extinguishing agent."

There is probably not a school official alive today who will ever forget the 1958 disaster at Chicago's Our Lady of the Angels School. Ninety pupils and three teachers lost their lives—another seventy-seven were seriously injured—in this holocaust when smoke, heat, and fire cut off the normal means of escape. In spite of the dreadful warning, the danger is still present. Henry G. Thomas, retired fire chief and president of the National Fire Protection Assn. warns, "the Chicago fire could be duplicated in almost every American city." •

Circle OV-129 on reply card, last page

Make yourself HEARD ! ... without Screaming your lungs out.

Just speak in a *normal* voice . . . and let your compact, lightweight, "one-piece" Audio HAILER *do the work!* New "TP" (transistor-powered) model *projects* your words . . . *like a harpoon*—in a commanding "beam" . . . to anyone within a *half-mile* radius.

Yet Hailer is completely self-contained . . . NO external connections whatever . . . weighs only 5¾ lbs. . . . and runs on low-cost standard flashlight cells. Coupon below brings full details and price list.

AUDIO HAILER
The original power megaphone, and most widely used "one-piece" portable voice system on earth. Weatherproof finish in two-tone green or fire engine red.

AUDIO HAILER®
"TP" transistor-powered
PORTABLE MEGAPHONE

PORTA-CHIEF
New portable 20-watt "wide-angle" P.A. — weighs just 13 lbs., covers up to 2 acres — at about one-quarter the cost of a small conventional fixed installation.

AUDIO EQUIPMENT CO., INC.
Port Washington 30, N. Y.

☐ Send color brochure and price list, describing "TP" Audio Hailer.
☐ Send details of "TP" Porta-Chief, portable, 20 watt P.A.

Name .....
Company or Dept. .....
St. & No. .....
City ..... Zone No. (if any) ..... State .....

Circle **OV-130** on reply card, last page

Rauland

SCHOOL SOUND SYSTEMS

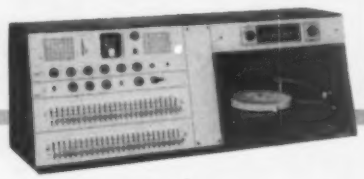
RAULAND'S engineering experience provides in these systems absolute simplicity of operation, but with the complete flexibility demanded by present day school administration. Exclusive features and moderate cost have made RAULAND Sound the choice of thousands of educators. RAULAND systems are still giving reliable service after two decades of use.

5800 Series
Three-Channel System; unusual program flexibility; capacity up to 221 rooms.

every desirable program facility and feature

- ★ **Microphones**—announcements and programs from multiple microphone locations
- ★ **Intercom**—two-way voice conversation with any room; privacy available
- ★ **Phonograph**—distributes phono program (transcription player or changer); also available for use with tape recorder
- ★ **FM-AM Radio**—selects any FM-AM radio program for distribution to any or all rooms
- ★ Optional Features—Disaster Emergency Switch; program clock signals; telephone intercom; light annunciation; remote controls, etc.

Model 5745
Two-Channel System; Desk mounting—compact and efficient



FREE SCHOOL SURVEY **An experienced RAULAND Engineering Distributor is available in every major city to survey your buildings and make practical recommendations. No obligation, of course. Send coupon or write today.**

RAULAND-BORG CORPORATION

FREE

Rauland-Borg Corporation, Dept. E
3535 W. Addison St., Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems
☐ Have the RAULAND Distributor contact us

Name_____ Title_____

School_____

Address_____

City_____ Zone___ State_____

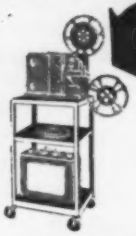
Circle **OV-131** on reply card, last page

MAKE A BETTER SHOWING

with...

OPTIVOX
PORTABLE EASEL

The newest thing for visual aid is this lightweight, portable **Optivox** easel. 29" x 39½" steel board finished in "rite-on" green, adaptable for chalk, charts, or magnets. Aluminum legs fold to convert from 70" floor easel to table model. Net weight, 17 lbs. Comes with eraser, crayons, chalk, pointer, and removable chalk tray. ***Only $44.95***
Carrying case and lamp fixture are extra equipment.



PIXMOBILE
PROJECTION TABLE

...lets you prepare your presentation in advance, roll it in, and use it when you're ready. Sponge rubber top, 4" swivel wheels, with brakes that hold on incline. Vibrationless. Several models and heights. ***42" table only $32.95.***

WRITE FOR LITERATURE AND DEALER'S NAME. SOME DEALER TERRITORIES STILL OPEN. WRITE...

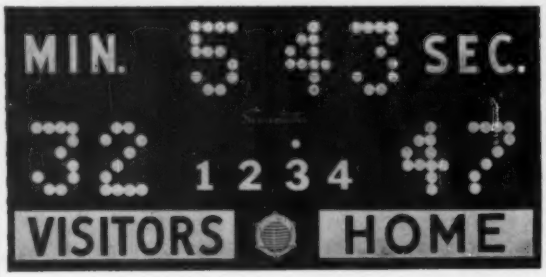
THE ADVANCE FURNACE CO.
2310 EAST DOUGLAS WICHITA, KANSAS

Circle **OV-132** on reply card, last page

WHY NOT INSTALL THE BEST?

Scoremaster

SCOREBOARDS FOR EVERY SPORT



For fast, accurate and dependable service, specify and install Scoremaster Scoreboards, in use in 48 states, Canada and Europe.

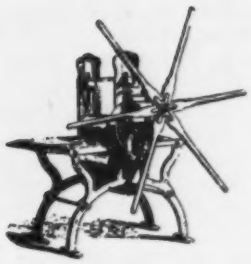
Illustrated is Model 250-6 Basketball Board and Timer, today's most widely used board. Overall size, 72" x 34" x 6". Letters 5" High. Numbergrams 6½" x 10". Five brilliant colors.

Write today for free literature on all Scoremaster Scoreboards to

THE M. D. BROWN CO.
2207 Lake St. MUtual 3-3100 Niles, Mich.

"When Split-Seconds Count, Count On Scoremaster"

EXECUTIVE'S BOOKSHELF



ADMINISTRATIVE THEORY AS A GUIDE TO ACTION

Edited by Roald F. Campbell and James M. Lipham. Chicago, Ill.: Midwest Administration Center, University of Chicago. 203 pp. $3.50.

The flow of books which are basically symposiums has increased greatly. This book is an example of their justification.

Many thoughtful educational administrators and all professors in the field would wish to have participated in and heard the papers read at a seminar sponsored by the Midwest Administration Center and the University Council for Educational Administration at the University of Chicago last fall. That wasn't possible, of course. Hence this book.

It recalls to the participants and shares with all others the central ideas examined there. The development of administration theory is important to the design of a program of preparation and in-service growth. The study of the relationship of theory to practice is an essential, mutual corrective.

School superintendents will want to read with special attention the Case of Capitol City, with the comments by a former superintendent and a sociologist.

SOCIAL CONTROL IN A FREE SOCIETY

Edited by Robert E. Spiller. Philadelphia: University of Pennsylvania Press. 139 pp. $4.50.

A symposium of five papers by an anthropologist, a philosopher of science, a publicist, an economist, and a lawyer, this is another smallish book very much worth reading in those moments of reflection which are so important to the thoughtful educator.

Each participant brings his special background to answer the central problem: "Evidence seems to be mounting that the complexities of modern life require so great a conformity to authority and to social pressures as to threaten the principle of freedom of the individual, so basic a factor in the American tradition. . . . What kinds and degrees of conformity are desirable and what are dangerous to our liberties?"

Their examinations of this problem are lively and their comments helpful. Particularly impressive is the definition of individuality by Willard Hurst which, he concludes, involves a sense of separateness, an awareness of being, and an ability to exercise some control of experience.

THE END OF IDEOLOGY

By Daniel Bell. Chicago, Ill.: The Free Press. 416 pp. $7.50.

Ideology, says Bell, is the commitment to the consequences of ideas, the conversion of ideas into social levers. The force of ideology is found in its ability to tap emotion, arouse passion. According to his analysis, a social movement can arouse people when it can: simplify ideas, establish a claim to truth, and in the union of the two demand a commitment to action.

The end of ideology to which the title refers is in the western world and particularly in America where he finds the old 19th century ideologies have become exhausted. Africa and Asia are fashioning new ideologies, in his view.

The old ideologies he characterizes as universalistic, humanistic, and fashioned by intellectuals. The mass ideologies rising in Africa and Asia he calls parochial, instrumental, and fashioned by political leaders. The driving force of the old was social equality and freedom; of the new it's economic development and national power. The salient feature of the new ideology is a willingness to sacrifice present mankind for a promised tomorrow.

This is an important and rewarding book. Its major sections trace the rise and subsidence of ideologies in this country and in the western world. His interpretation of our recent history is controversial, and hence stimulating.

TEACHING MACHINES AND PROGRAMMED LEARNING

A source book. By A. A. Lumsdaine and Robert Glaser. Washington, D. C.: Department of Audio-Visual Instruction, NEA. 724 pp. $7.50.

At least one key person in the administrative staff of every educational institution should have this book along with Gallanter's Automatic Teaching [See March OV review]. The busiest administrator should read the 32 pages of Part I and the 10 concluding pages to get the barest overview of a subject which will certainly influence educational planning in the years ahead.

Between these sections may be found every significant paper on the subject. Appendix I is an annotated compilation of papers—many available almost nowhere else.

A most useful reference and study volume, completely authoritative.

DIARY OF A RUSSIAN SCHOOLTEACHER

By F. Vigdorova. Translated by Rose Prokofieva. New York: Grove Press, Inc. 256 pp. $5.

It's fashionable, particularly in the colleges, to deride Mr. Chips. But a very large number of teachers at all levels have a warm feeling about their obligations and opportunities to their students. For them Miss Vigdorova's book will have a special appeal.

This book helps us understand Russia and Russian education better than all the accounts of observers and the statistics of students. Seeing the school and the students through the eyes of a beginning teacher gives us an uncommon perspective.

But don't read this as a "must" book—just read it for pleasure and understanding. As President Hutch-

Bookshelf (continued)

ins says in his introduction: "The story of the difficulties, defects, and triumphs of the teacher and her pupils as they cope with one another and the community is warm and moving."

A good Christmas present to the teachers' library.

The Adolescent

By Jerome M. Seidman. Revised edition. New York: Holt, Rinehart and Winston, Inc. 870 pp. $6.50. This source book on studies of adolescence, brought up-to-date.

The Negro in American Civilization

By Nathaniel Weyl. Washington, D. C.: Public Affairs Press. 360 pp. $6. A controversial study by a professional writer in the social sciences.

Children of Many Lands

By Hanns Reich. New York: Hill and Wang. 120 pp. $5.95. One hundred twenty unforgettable full-page photographs of children in their varied settings.

Business Management of Local School Systems

By S. J. Knezevich and John Guy Fowlkes. New York: Harper & Brothers. 328 pp. $9. A basic text for the graduate student and manual for the practicing superintendent and business manager, by thoroughly qualified authors.

The School Bus Law

By Theodore Powell. Middletown, Conn.: Wesleyan University Press. 334 pp. $5. A case study of the role of religious groups—and leaders—as a political force in a 4-year Connecticut battle over buses for parochial schools.

A Profession in Transition

By Truman M. Pierce and A. D. Albright. Published by the authors —Alabama Polytechnic Institute, Auburn, Ala. 230 pp. Reporting nine years of improving educational administration in the South.

The Yearbook of School Law—1960

By Lee O. Garber. Danville, Ill.: Interstate Printers and Publishers, Inc. 184 pp. $3. The 11th yearbook reviews higher court decisions of the past year, includes several special articles and an annotated bibliography of recent studies in school law.

Directory of Periodicals—1960–61 Edition

Published by American Trade Press Clipping Bureau. New York. 260 pp. $12. Lists over 6,000 consumer magazines, business papers, and periodicals of the labor, farm, medical, and religious press.

Educators Guide to Free Tapes, Scripts, and Transcriptions—Seventh Annual Edition, 1961

Compiled and edited by Walter A. Wittich. Randolph, Wisconsin: Educators Progress Service. 203 pp. $5.75.

Research Studies in Education—1959

Edited by Stanley Elam. Bloomington, Ind.: Phi Delta Kappa, Inc. 138 pp. $3.50.

Directory of Advertising, Marketing and Public Relations Education in the United States—1960

Compiled and edited by Elon G. Borton. Washington, D. C.: Advertising Federation of America. 90 pp. $3. ●

Circle **OV-133** on reply card, last page

Circle **OV-134** on reply card, last page

★ ★ ★ ★ ★ ★ Have you applied for Your share of
FEDERAL NDEA MONEY?

Have you enriched your science courses? As you are aware, Federal support is available to you under Title III NDEA. Now you can equip your science department in the way you have always wanted.

Cenco representatives have made a study of the Title III program and are qualified to give details in your area—how you may apply for your share. Write us today—no obligation.

To assist you further, the Cenco conversion list provides numbers which correspond to items in the "Purchase Guide"* Send for PG-1 and for our suggestive list of apparatus. Specify elementary science, earth science, physics, chemistry or biology.

*Prepared by the Council of Chief State School Officers

cenco

Serving education since 1889.

CENTRAL SCIENTIFIC CO.
A Subsidiary of Cenco Instruments Corporation
1718-CC Irving Park Road • Chicago 13, Illinois
Mountainside, N. J. Montreal Santa Clara
Somerville, Mass. Toronto Los Angeles
Birmingham, Ala. Ottawa Vancouver Houston
Cenco S.A., Breda, The Netherlands Tulsa

Education and the Individual

Walter D. Cocking comments on the current scene

EDUCATION IS concerned with each individual and also with groups of persons which compose our society. In a free nation we believe that the education of the individual is a primary concern. We believe education is essential to human dignity, freedom, self realization, discharge of civil responsibilities, ability to make a living and solve problems. Education is basic to an individual's success and satisfaction in the world in which he lives.

Why, one may ask, place the emphasis on the *individual* with respect to education? The answer, as I see it, is so that the individual may contribute as much as he is able to the welfare of others. In America, as in no other culture, the individual has contributed to our political life at all levels, to building our economic edifice, to the observance of law and order, to research of many kinds, to the welfare of people both at home and abroad, to formulating and following the value patterns which characterize America and lead to the fulfillment of national purposes.

We in America believe that through the fullest development of individual potential a strong, self-reliant, and capable nation can result.

The major task of education is to develop the potential of each individual. It follows then that the individual is the unit of educational endeavor—not the class, or grade, or any other unit of society. Our total society is only as strong as the persons who compose it. Each individual differs intellectually, emotionally, economically from all other individuals and therefore his educational progress needs to be tailored to his particular nature.

In the process of education, the individual will learn from many sources. Among these are written materials, experiences, and especially other people. The teacher in particular helps in a special and constructive way because of his dedication to his task and also because he devotes his full time and energy to his profession.

I would also stress the important part an individual's peers play in the education process. His gang, his church group, his swimming companions, the members of his baseball team, the group at the corner drugstore, the members of his glee club, his buddies in military service, the group at the office—all these and more are among the strongest influences in the individual's quest for education. And he, in turn, contributes to the development and education of his friends and companions within these groups.

The criticism I would direct at present day education in schools and colleges is that too often we seem to forget that the target is the individual. We seem to think education is aimed at the *class* or a whole school or college organization—or even worse, at a stereotype which doesn't even exist. Our present educational structure and organization seem to forget that the individual is the one target at which we should aim. I am sure that both structure and organization need fundamental overhauling if schools and colleges are to fix their attention on the educational needs of *individuals.*

My hope that progress will take place is found in the clear-eyed and clear-thinking young men and women who enter teaching. These young people have courage, vision, and determination. They can do much to bring American schools and colleges to strive again for the attainment of the individual. For if the individual is encouraged to develop to his highest potential then, and only then, will his society be able to continue its rapid rate of development and position of world leadership. ●

Circle OV-135 on reply card, last page

Versatile efficiency and economy with...

MYCOLEUM

Perfectly safe on any surface!

MYCOLEUM all-purpose neutral liquid soap is kind to the most delicate tiles and resilients, yet gives real cleaning power and economy on all resilient, non-resilient and sealed wood floors. Its low-sudsing, free-rinsing properties keep time and labor costs down. And it's an ideal general purpose cleaner for wall, woodwork, and all painted surfaces.

Let Mike 'O clean up for you!

MYCO

Write for information

MASURY-YOUNG CO.
76 Roland Street Boston 29, Massachusetts
OFFICES IN PRINCIPAL CITIES

Reel Results For Bond Issue

TWO YEARS AGO, citizens of Cedar Grove, N. J., turned thumbs down on referenda for school building funds. Earlier this year they voted by a margin of over two to one for a new $2.7 million high school. Why the switch? The second referendum was prefaced by professional public relations techniques that lined up enthusiastic voter support. Principal ammunition in the campaign was a specially made 16 mm sound-color motion picture—"The Cedar Grove High School Story."

The campaign was directed by Gar Schmitt, a Cedar Grove resident and a member of the public relations division of J. Walter Thompson. Frank Hewens, vice president of Selvage & Lee, Inc., produced the movie.

When he was named chairman of the Cedar Grove School Board's specially appointed Public Relations Committee for Adequate Cedar Grove Schools, Schmitt resolved to inject into the campaign the kind of professional devices often used to sell consumer products or win industry-wide support for trade associations. It was felt right at the start that visually-aided information on the high school problem would be most effective. At the same time, Schmitt's committee arranged for full treatment with publicity releases, pictures, letters to parents and taxpayers, speeches, editorials, and even paid-for (by volunteer citizens) public relations advertising.

"The Cedar Grove High School Story" runs twenty-eight minutes and is narrated by NBC's Bob Wilson. It makes use of Cedar Grove students as members of the cast, home-made props, and "sets" within existing Cedar Grove school buildings. The plan of the human-interest-spiced film was to present the following: (1) reasons why the community needs a high school—population growth, crowding of present "receiving" high schools, certainty of future growth; (2) relief of the transportation problem with a new local high school; (3) the kind of high school proposed—subjects to be taught, extracurricular activities needed, major courses available; (4) the physical facilities—number of classrooms, type of building, location, etc.; (5) for comparison, quick views of other high schools in surrounding communities; and (6) cost to the taxpayer of the new building—facts on liquidation of the building program and comparison of construction costs with present tuitional cost.

While the movie was designed to hold audience interest, it was also the view of its producers that the film should give all positive facts about the new high school. In one section, for example, as the finger points to lists, the narrator's voice reads all the subjects to be found in the proposed school's curriculum.

Three copies of the film were made and Schmitt's committee—along with another school planning group called into being—worked out an intensive schedule of showings to the community of 8,200 people. The coverage would have done credit to a political campaigner. The film was shown almost sixty times in seven weeks, audiences ranging from twelve persons to an S.R.O. turnout of 500 in the largest public school auditorium in town.

Even in the final days of the campaign the selling effort continued at full tilt. Copies of the weekly paper containing ads, editorials, and news stories on the subject were mailed to every home in the community.

Not every community can, like Cedar Grove, count professional public relations people among its residents, but that shouldn't deter it from using professional public relations techniques. Cedar Grove proves how well they can work. ●

Courtesy Architectural Review, London

PLANT NEWS

A Thing of Beauty

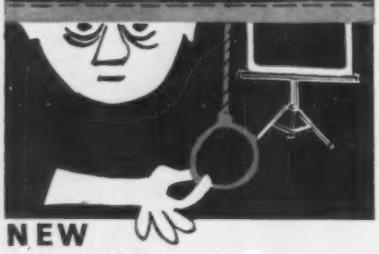
Do works of art belong in educational buildings? Or are they just "frills"? Many European governments (France, Sweden, Denmark) require a proportion of school construction costs be allocated for works of art in building exteriors and interiors. In Great Britain, where schools are built on modular plans for strict economy, art is included as an integral part of the buildings. Example above: mural showing scenes from the life of St. Nicholas adorns the dining room of a Hertfordshire primary school.

Perhaps our American sense of beauty has too long been dulled by highway signs and TV commercials. However, there is still room for genuine works of art in our school and college buildings—and for minimal cost. Here are some examples. *Olympia Primary School, Daly City, Cal.:* architect Mario Ciampi executed a mural of his own; children have since reacted enthusiastically to it. *Sheepshead Bay H. S., Brooklyn, N. Y.:* two bold ceramic murals by Design-Technics, made of four thousand sculptured, colored ceramic tiles, abstractly spell out the school name; they are a constant focus of student interest. *Chicago Hall, Vassar College, Poughkeepsie, N. Y.:* in addition to a decorative concrete block screen by Erwin Hauer, a pair of bronze figures by Henry Moore and a stabile by Alexander Calder add interest to this one-story concrete building. *Whitman Elementary School, Tacoma, Wash.:* large animal figures cut from striated plywood were set in the concrete wall forms; when removed, the remaining gay outlines were painted.

Daily contact with appropriate, perhaps beautiful decoration gives people an opportunity to examine and may even offer a measure by which they can evaluate the rest of the world around them. ●

Circle OV-136 on reply card, last page

DON'T "GLOOM UP" ROOMS



NEW projection screen now enables you to view pictures in semi-darkened rooms

It is true that you can project better pictures in darkened rooms—but there are many times when room darkening is inconvenient, difficult and costly. Now, with the new Radiant exclusive "truly lenticular" screen, which controls **both** horizontal and vertical light reflection, you can project slides and movies effectively in normally or partially lighted rooms where no unusual lighting conditions prevail. For schools—this enables viewers to take notes during showings, minimizes inattention and misbehavior, and permits simultaneous use of collateral material.

Send for Illustrated Booklet which gives the complete explanation of this new truly lenticular screen, also catalog giving specifications and prices of Radiant's complete line of lenticular and glass-beaded screens of every type for every purpose.

RADIANT Lenticular SCREENS

Radiant Manufacturing Corp.
P. O. Box 5640, Chicago 80, Ill.
Gentlemen: Please rush me free copy of your booklet "The Miracle of Lenticular Screens" and complete Radiant Screen Catalog. Dept. OV-126
Name.....
School.....
Address.....
City.....Zone.....State.....

Library in the Curriculum

IT HAS BECOME pedagogically fashionable to refer to the library as communication center, curriculum center, resource center, materials center, information center, service agency—anything, in fact, but library. In a sense, the change in terminology is right. The library is becoming the hub of the school with its librarian responsible for organizing study materials and demonstrating to teachers how to use them for classroom enrichment.

Library centers should contain all appropriate instructional aids: books, magazines, curriculum guides, films, records, maps, pictures, models, specimens. Just as important, libraries should keep a file on resource persons. Like most communities, ours can count a number of people who have unusual hobbies, jobs, collections or talents that they are eager to tell about. To this we add lists of community services, organizations, and places suitable for field trips including imaginative variations of the old stand-bys. (How many teachers would think of arranging to take a group to the zoo's veterinary hospital?)

All library materials of more than temporary usefulness that are shared by teachers or classrooms should be uniformly catalogued by subject. We use an alphabetical card catalog file with different types of materials distinguished by colored cards.

Which materials are to be duplicated for each building and which housed centrally will depend on cost, use, storage, and transporting problems. In any case, indexing should be in all buildings and the materials should be easily accessible. Circulation should be simple and fast with a minimum of persons to contact and red tape to untangle. Teachers should be able to browse and choose items personally but also to send a memo and have suitable materials for a particular unit delivered to his classroom.

Books can stimulate and satisfy curiosity and they can be used to stir latent talent. The librarian encourages creative and dramatic activities —children act out part of a book, write a poem, tell original stories, and read in chorus. The art of listening is cultivated through story-telling, reading aloud, reciting poetry, and exchanging stories.

In their social studies and science classes, pupils need to find up-to-the-minute information from many sources. The trick is to tell him not the answers but where to *find* the answers. He must learn how to research on his own, how to locate information through reference books and indices, how to select and organize information from many sources, how to analyze and interpret information, how to recognize propaganda and distinguish between fact and opinion.

The school library should provide the materials the students need for reference work as well as for exploration of good literature. Given the materials, the librarian's role is to prick their curiosity and help them discover for themselves the vast heritage of literature. With the teacher, the librarian helps the student to acquire standards of taste and to learn to read with critical judgment and appraisal—a far cry from her erstwhile role of mere "keeper of the books."—*Beatrice Katz, director of school library services, Oak Park, Mich.*

EDUCATORS HAVE long sought to draw subject areas together into an integrated pattern. Coordinated "social studies" and "language arts" in the elementary school, "core programs" in the junior high school, and correlated programs like "American

studies" in the high school have been attempts to fuse the curriculum. The unifying factor is the school library.

The library should be considered an extension of the classroom—not an autonomous service agency. Materials found in the library are an integral part of the class situation. Their use in instruction should be cooperatively planned by librarian and teacher when a need has been structured by the teacher.

The librarian should anticipate what might be useful, search out new materials, and show teachers how familiar materials can be used in fresh and interesting ways.

Classroom instruction may take either an intensive or extensive approach, with variations, depending upon the skill of the teacher. Intensive method implies concentrated study of a single source, the textbook. Extensive approach implies a wide range of reading of materials gathered from many sources. Most educators now believe that the extensive approach provides unity of thought and a more integrated understanding of material. As the teacher promotes the use of a variety of resources, the library becomes a laboratory for the exploration of ideas.

When the teacher and librarian take the extensive approach to learning, ideas will not be held within narrow compartments but will be allowed to flow naturally across subject boundaries. Through the use of library resources, which are the resources of the classroom, each area in the curriculum can be expanded and a unity of thought in the exploration of ideas can be formed in the educational program.—*Emanuel Prostano, librarian, Sleeping Giant Jr. High School, Hamden, Conn.* ●

Statement Required by the Act of August 24, 1912, as Amended by the Acts of March 3, 1933, July 2, 1946 and June 11, 1960 (74 Stat. 208) Showing the Ownership, Management, and Circulation of Overview, published monthly at Lancaster, Pennsylvania for Oct. 1, 1960.

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, Donald V. Buttenheim, 470 Park Ave. S., New York 16; Editor, Archibald B. Shaw, 470 Park Ave. S., New York 16; Managing editor, Theodore O. Cron, 470 Park Ave. S., New York 16.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

Buttenheim Publishing Corporation, 470 Park Ave. S., New York 16; Curtis R. Buttenheim, Lookout Mountain, Tenn.; Edgar J. Buttenheim, 470 Park Ave. S., New York 16; Edgar M. Buttenheim, 470 Park Ave. S., New York 16; Harold S. Buttenheim, Madison, N. J.; Marian V. Buttenheim, Yonkers, N. Y.; Martha E. Buttenheim, Ashland, N. H.; Donald V. Buttenheim, 470 Park Ave. S., New York 16; Arthur W. Buttenheim, as Surviving Trustee, Madison, N. J.; George S. Conover, Wilmette, Ill.; Barbara B. Hicks, Warwick, N. Y.; Hattie Radnitz, c/o Ansonia Hotel, Broadway at 73 Street, New York; Constance B. Swain, Sarasota, Fla.; Florence Wagner, Hollis, L. I., N. Y.; Frank J. Raymond, Daily News Bldg., Chicago, Ill.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiants full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

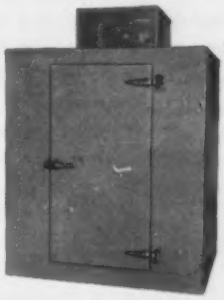
5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required by the act of June 11, 1960, to be included in all statements regardless of frequency of issue.) 19,346.

Donald V. Buttenheim (*Signature of publisher*)
Sworn to and subscribed before me this 27 day of September, 1960.

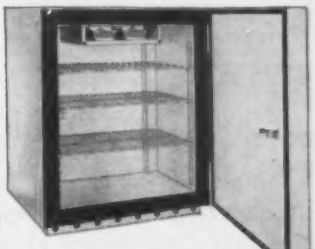
Gertrude E. Bauer, *Notary Public*, State of New York, No. 41-0192115, Queens County, Cert. filed in New York County, Term expires March 30, 1961.

Circle **OV-137** on reply card, last page

NOR-LAKE...
"FINE-LINE" in every way!



UC-85 UTILITY CABINET
stores eggs, beer, package goods, farm produce. Big 85 cu. ft. capacity in this versatile money-saver. Uses only 62½" x 48" valuable floor space. Sectional construction and special locking devices mean fast, easy assembly. Baked enamel exterior, galvanized interior with hardwood floor. Fine-Line styling, rugged construction throughout assures maximum economy and quality.



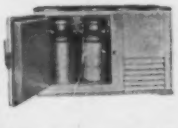
R SERIES REACH-IN REFRIGERATORS
are Fine-Line designed for small stores, restaurants, schools, institutions and industry. Eight models ranging to large, 45 cu. ft. capacity. Triple door seals, thick Fiberglas insulation assure total cold. Automatic defrost. Baked enamel exterior.

SD-58 SLIDING DOOR BEVERAGE COOLER
makes easy loading-unloading for schools, institutions and commercial users. Lift-out doors are stainless steel. Small (58" x 31" x 24¾") for under counter or island use holds big-capacity 12½ cases of pop or 8 cases of ½ pt. milk cartons. Sides are baked-on enamel. Casters, cap-catcher, decapper are optional.

R 45 G Refrigerator

LSCP-4 LoBoy Beverage Cooler

DM 40 Dairy Mix Cabinet



DL 200 Biological Refrigerator

SB-24 Ice Storage Bin

ALL MODELS AVAILABLE IMMEDIATELY, IN STAINLESS STEEL IF DESIRED.

NOR-LAKE, *Inc.*
Second and Elm,
Hudson, Wis., Dept. 304r

For FREE illustrated information on Nor-Lake's full Fine-Line, write today.

Please rush FREE illustrated information on ☐ Walk-in Coolers ☐ Reach-in Refrigerators ☐ Milk and Beverage Coolers

Other_____

NAME_____

ADDRESS_____

CITY_____ STATE_____

Circle OV-138 on reply card, last page

THE FARQUHAR STAR–TERRESTRIAL GLOBE acquaints the student with his universe and orients him to his earth, his sun and the rest of his stars.

ST-12" diameter ..... $ 49.50
ST-20" " (pictured) 115.00

THE FARQUHAR TRANS–PARENT TERRESTRIAL GLOBE acquaints the student with his earth. The world becomes round under his feet.

TT-14" diameter (pictured) $ 29.00
TT-24" " 125.00
TT-36" " 220.00

FARQUHAR TRANSPARENT GLOBES
3724 Irving St., Philadelphia 4, Pa.
Telephone EVergreen 2-2833

EDUCATION EXPORT

Thousands of professors, consultants, and administrators are carrying America's educational expertise to countries abroad. Read of this gigantic around-the-world effort in the January issue of

OVERVIEW

Next month's issue will also feature an illustrated article presenting a dramatic new idea in educational furniture design; prepared by one of the nation's leading manufacturers for publication exclusively in your next copy of

OVERVIEW

Closed Circuit: Factory to Living Room

AN EXPERIMENT in televised employee education in the Minneapolis-St. Paul area lets the public tune in to a twelve-week company course in "Efficient Reading."

Aired on video tape over Twin Cities educational television station KTCA each Tuesday from 4:30 to 5 p.m., the class is "attended" at six company receiving locations by nearly 170 enrolled employees of sponsoring Minnesota Mining and Manufacturing Co., St. Paul.

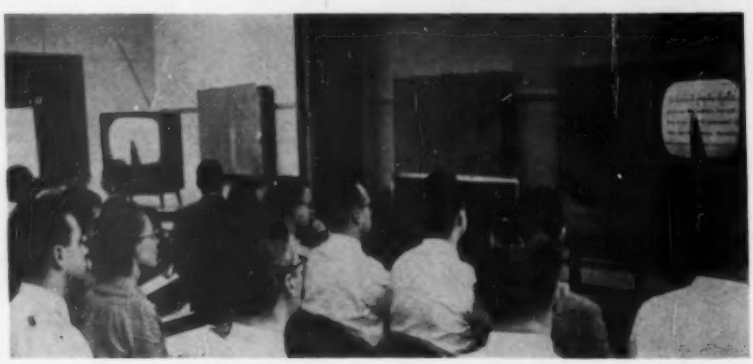
Also watching at home and elsewhere are an undetermined number of these employees' families and friends, plus viewers in the community at large. Wide interest in the project is shown by ten inquiries from other companies and by some 400 write-in requests for the $3 workbook. There have also been over 400 requests for the free course sheet.

It is believed to be the first instance in which a company has utilized the facilities of an educational television station in its employee education program. Idea for this company-public service approach to televised education originated with Paul Owen, KTCA program director, who contacted MMM's Technical Forum Education Committee. The Forum, made up of all of the company's technical employees, presents formal employee education classes each year.

"Efficient Reading," taught by Dr. James I. Brown, professor of rhetoric at the University of Minnesota, Minneapolis, has been one of the most popular and practical of these, raising participants' average reading speed from 100 to 200 percent.

This year, after discussion with KTCA, it was decided by the forum to televise the course. Time of the telecast was chosen purposely so that children could be home from school to participate, if desired. An immediate economy is the time saved both company and employee. Technical Forum education programs are on a 50/50 basis: half the time (4:30 to 4:45 p.m.) is company time, the other half is the employee's.

Dr. Brown tapes each week's television session the previous Friday, which allows him to be at one or another of the receiving locations when the program is actually aired. ●



Togetherness: 3M employees watch televised reading course at company's viewing location; family at home can tune in and follow same program.

Geared for Snow Removal

THE UNIVERSITY OF Bridgeport (Conn.) once had an unusual answer to the snow removal problem. The city's socialist mayor Jasper McLevy said of the snow: "God put it there. He will take it away." McLevy is no longer in office and—fortunately for the University, officials say—snow removal operations have changed. Faith is now placed in mechanical snow removal equipment.

Snow removal is one of the most troublesome operations that confront a school district or college during the entire year. It can be planned for only to a degree. A heavy fall may mean calling out the maintenance crew in the middle of the night to clear roads and sidewalks before morning classes start. It remains an unpredictable item in budget planning also.

Responsibility for clearing snow from Bridgeport streets lies with the city. However, the University must clear and sand sidewalks, parking lots, and driveways on its forty-six-acre campus.

Snow removal equipment includes a Gravely self-propelled, hand-steered snow blower (garden tractor variety) and snow brush, a jeep-mounted plow, and "a lot of snow shovels," according to Theodore Nowlan, University's superintendent of buildings and grounds.

During the summer, sand and calcium chloride are stockpiled and equipment is overhauled, oiled, and painted. Nowlan estimates that snow removal costs $1,500 a year.

At the University of Alaska, where snow removal would seem to be a nearly constant problem, the bill was over $2,100 last winter (not including fuel, lubricants, or amortization of equipment). The University's buildings and grounds department uses a rotary snowplow, a Model 12 Caterpillar grader, and three four-gear dump trucks to do the job.

Snow is allowed to accumulate on sidewalks and streets to a depth of several inches, according to University engineer Ben Atkinson. It is then windrowed with the grader, loaded on the trucks by the rotary snowplow, and transported to the disposal area.

At the University of North Dakota, ten grounds workers and two equipment operators do most of the snow removal. Custodial personnel are also used for areas close to the buildings.

When a snowfall occurs during the night, a power grader with attached snowplow and a bulldozer try to keep roads open. Operators are called for duty when roads begin to drift, says superintendent of buildings and grounds Gordon Kroeber. Sidewalks are cleared early in the morning with a small tractor with six-foot power-operated broom, another with a small front-end loader, or rotary plow.

After areas are opened, snow is bladed into windrows and loaded into two dump trucks with a small rotary snowplow. If ice forms on the sidewalks, Kroeber says, chemicals are used to melt it so that it can be scraped and cleaned. ●

Circle OV-139 on reply card, last page

PRESTIGE PRODUCTS
Since 1906
NEW! Wall-Hung Waste Receptacle
Attached easily to the wall, it cannot be pushed around or knocked over. Access to liner by key only — no scattering of contents by vandals or mischief-makers. Removal of liner is easy — just open hinged door and slide out. Valuable in areas where floor space is limited.
WASTE RECEPTACLES

WRITE FOR FREE CATALOG

BENNETT

MANUFACTURING CO., INC.

DEPT. 62 ALDEN, N. Y.

Also makers of the original step-on receiver . . .

SANI-CAN

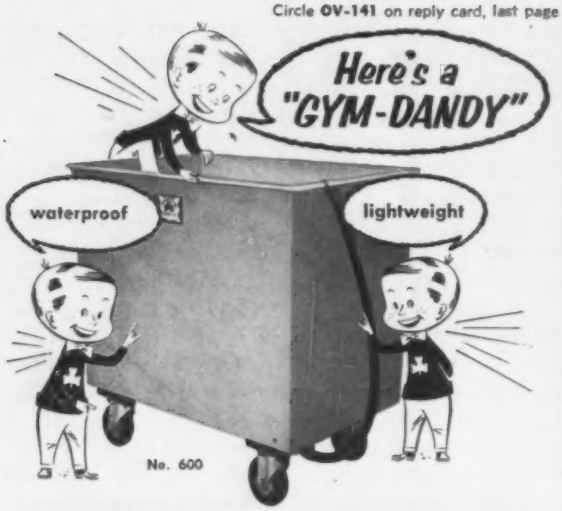
Circle OV-140 on reply card, last page

Safety-Surf is an engineered protective cushioning of one-inch thick molded rubber, designed especially for outdoor use under playground apparatus. It minimizes injuries from all types of falls, eliminates permanent injuries from head fractures and concussions. Approved by Los Angeles public schools. For free brochure, circle OV-140 on the inquiry card.

MITCHELL RUBBER PRODUCTS INC. DEPT. A

2120 San Fernando Road, Los Angeles 65, Calif., CApitol 3-1331

Circle **OV-141** on reply card, last page



SHAMROCK® POLY-GLASS SERVICE TRUCK

Sturdy, rigid *Poly-Glass* Truck takes severest abuse in your gym, gives years of wear. Ideal to hold soiled, wet towels and uniforms, has big capacity. Waterproof, won't snag; smooth walls inside and out. No rivets, nothing to rust. Easily washable, sanitary. Lightweight, rolls on rubber casters. Dove grey inside and out. No. 600 style shown above can be furnished without hose. Sold through Shamrock jobbers everywhere.

Sizes: 36" x 24" x 25" deep, 36" x 26" x 27½" deep, 40" x 28" x 30" deep, 48" x 24" x 25" deep.

WRITE FOR LITERATURE AND PRICES

MEESE, INC., MADISON, INDIANA

Circle **OV-142** on reply card, last page

NEW! FLEX-N-FLOAT® MOWING

For better, easier, lower cost grounds maintenance with

Ariens 26" or 34" Rotary or 30" Reel

Imperial RIDING MOWER

Only Ariens IMPERIAL has exclusive Flex-N-Float Mowing to follow every ground contour without scalping! Interchangeable reel or rotary mower units — plus many Insta Hitch attachments for year 'round use. Powerful 5½ h.p. engine — 4 forward speeds; reverse. Fingertip controls. Unequalled for engineering, construction, easy servicing, dependability! Mail coupon for free literature, operating cost details of Imperial's 900-hour performance test on a major city's school grounds!

ARIENS COMPANY, 277 Calumet
Brillion, Wis.

***Send facts about the Imperial's 900-hour performance test advertised in* OVERVIEW.**

Name _____

Address _____

City _____ Zone _____

County _____ State _____

Circle **OV-143** on reply card, last page

KEEP SICKENING EXHAUST GASES OUT OF YOUR SCHOOL SHOP

with a LOW COST "PACKAGED" EXHAUST REMOVAL KIT

- **Easily installed**
- **No rearrangement**
- **No heat loss**

NATIONAL Systems remove poisonous carbon monoxide gas right at the source . . . the exhaust pipe . . . and carry it to the outside without heat loss in your shop. No rearrangement of your present shop layout necessary. Choice of 6 overhead or underfloor systems, which can be engineered to each individual application using standard "packaged" kits, including motor, blower, ducting, flexible tubing, etc., ready to install.

Tell your architect or write today for catalog and details of FREE planning service.

WORLD'S LARGEST MANUFACTURER OF EXCLUSIVE GARAGE VENTILATION EQUIPMENT

NATIONAL SYSTEM OF GARAGE VENTILATION, INC.

160 W. Williams Street
Decatur, Illinois

Circle **OV-144** on reply card, last page

Student PROOF yet *Instantly Adjustable!*

PERFECT POSTURE—INSTANTLY!

- **Standard School Colors**
- **Instantly Adjustable**
- **Tubular Design**
- **Sturdy Maple Seats**

Here's inexpensive posture seating with all the adjustments of that used in business. The height adjusts instantaneously from 14" to 22"; the 5-ply maple seat pivots on a lifetime swivel; the back adjusts in and out, up and down. Write today for full information. Prices on similar chairs start at

$7.95

The one Dependable Guarantee... FOREVER!

DEPENDABLE MANUFACTURING CO.

2407 FORT CROOK ROAD, BELLEVUE, NEBRASKA

NEWS ROUND-UP

DECEMBER 1960 OVERVIEW VOL. 1, NO. 12

Habits in Texas

Two new court cases grapple with the question of religious influence on public schools. No clear-cut decision has yet been reached in either.

In Bremond, central Texas, a group of Protestant ministers and laymen have charged that the principle of separation of church and state is being violated. They contend that tax money is being used illegally to support public education taking place in a church-owned building.

School officials in Bremond, a predominantly Catholic community, claim the school is public and entirely under their control. They say the building is leased from the Catholic church for $1 a year and that nuns teaching there are fully qualified under state law as public school teachers. The board denies that any religious instruction is given in the school or that religious habits worn by nuns exert any influence on students.

The complaints say that nuns teaching in the school have taken vows of poverty and that salary paid them from tax funds goes to Catholic orders. They emphasize that nuns wear habits of their order while teaching and that there is a cross on the school building. These factors, they argue, create a religious atmosphere and amount to sectarian religious instruction in a public school.

In Pennsylvania, the U. S. Supreme Court has ordered a Philadelphia court to reconsider its decision that reading the Bible and reciting the Lord's Prayer in state schools violate the Constitution.

The decision is based on a change in Pennsylvania law. Previously all students were required to participate in Bible reading and prayer. However, a new law provides that, at the request of their parents, students may be excused from both. The high tribunal believes the lower court's blanket decision should be reviewed.

Advanced Placement, Better English Get CEEB Boost

Advanced placement programs, by which able high school students may take college level courses, tend to raise the academic standards of the total school program.

That point was made repeatedly at the annual meeting of the College Entrance Examination Board. As further answer to critics, Dr. Edward Noyes, acting president of CEEB, said that an advanced placement program rouses the interest of all students, raises the morale of teachers, and increases teaching skills.

The program enables a student to complete four years of a high school subject in three. The fourth year is devoted to college-level instruction. If the student passes an Advanced Placement Examination in that subject, he receives college credit for it and is exempted from taking the course in college.

In 1959–60 more than 10,000 students took the examinations—nearly double the number who participated the year before. Close to 900 high schools and some 550 colleges participated in the program. Reports from cooperating colleges indicate that Advanced Placement students do well academically and take on more than the average number of extracurricular activities.

Speaking at the annual meeting, Kenneth Lund, superintendent of Oak Park and River Forest High School, Oak Park, Ill., challenged educators to accept the idea of individual differences in its full meaning. Pupils differ as much as four years mentally when they start school, he said, and their school experience should widen this difference, not level it off. Lund prescribed a full dose of acceleration, ability grouping, and advanced placement.

Lund also believes that advanced placement has stimulated good teaching on all levels and helped school counselors to communicate with parents.

Henry Winkler, professor of history at Rutgers University, agreed that an advanced placement program raises the level of aspiration of the whole school, because the school is forced to raise standards for all students. Teachers are inspired and "bring something new to class."

It also has an impact on colleges, forcing them to raise standards, Winkler said, adding that many advanced placement students have done better than college students with standard preparation. If nothing else, he said, advanced placement makes college people reconsider the offering of secondary school courses and breaks down the idea that some work is strictly college level and can't be handled in high school.

New York's deputy commissioner of education, Ewald Nyquist, forecast that as the advanced placement program expands, "colleges will have to hum to keep from duplicating high school programs" and there will be no undesirable college domination of the high school curriculum.

In other action, the CEEB Com-

Super Standards

First step in a move to classify high schools by the quality and extent of their academic programs has been taken by the Ohio State Board of Education. It unanimously adopted a resolution calling for creation of "super standards."

The board noted that existing minimum standards are too often interpreted as optimum standards. To offset this, it has appointed a committee which will:

- Set standards above the minimum required by law.
- Establish standards for classifying high schools according to their excellence.
- Find methods to rate quality.

mission on English announced a nationwide plan to bolster teaching of English. The plan centers around retraining teachers, with the cooperation of college and secondary school experts, and television films that show outstanding teachers at work.

The program gets underway next summer. Sixty selected high school and college teachers will meet for three weeks at the University of Michigan to prepare a teacher-training course in English literature, composition, and language. In the summer of 1962 these teacher-leaders will retrain 900 other high school teachers at twenty campus institutes.

The Commission recommended that high school students write a 350- to 500-word composition a week and that no teacher of English have more than 100 students or four classes. Many teachers now have more than 150 students and five classes.

Under Scrutiny

Three thousand teachers and school officials in Pennsylvania will soon begin a massive reappraisal of courses offered in the state's public schools. The objective: to modernize and coordinate curriculum.

State Superintendent Charles Boehm calls it "the most comprehensive program ever attempted in Pennsylvania and perhaps in any state."

At the same time, the Governor's Committee on Education is reviewing courses offered in the state. Its first report (eleven more to follow) termed vocational education the weakest spot in the high school curriculum.

Womanpower

The term "manpower" may lose its meaning as more women find it easier to enter schools and professions previously closed to them.

Thus, Rensselaer Polytechnic Institute has announced a new program for young women who want to study engineering, science, and agriculture. RPI has affiliated with its neighbor, Russell Sage College, a liberal arts school for girls, so that women students can live at Sage and study at Rensselaer. Both schools are in Troy, N.Y.

Rensselaer now has a total enrollment of 3,500, of which a half dozen are women. The new "womanpower" program, to start next September, will change that ratio.

Propose Merit Pay

A statewide merit pay plan has been proposed by the Utah Merit Study Committee as the culmination of a six-year research program. The proposal now goes to the Utah Legislative Council and then to the state legislature.

The Committee wholeheartedly favors merit pay, believing it improves the quality of teaching and teacher status. The Committee re-asserted, however, that an adequate basic salary schedule should be in effect before merit payments are added and that merit pay must not be used as a substitute for a sound salary schedule.

Committee director Bernarr Furse said the purpose of the plan was not to simply reward teachers with a few dollars, but rather to stimulate a comprehensive program for improving teaching. He recommended:

- Provision for a state agency and director, working under the state board of education, responsible for administering the merit pay program.
- Additional funds to help pay for the program at the local level and to help meet merit pay expenses.
- Acceptance by participating districts of standards set by the state agency.

In New York State, merit pay for teachers won the endorsement of the State Council of City and Village School Superintendents. In a surprise move, superintendents supported a resolution which recognized the principle of "compensating outstanding quality of teaching" and which urged them "to seek ways and means of implementing this principle."

Although the New York State Teachers Association is opposed to any such subjective ratings, the superintendents believe that school board members and the general public want merit pay.

Meanwhile, according to a new National Education Association research study, the greatest discrepancy between salaries of teachers and other professionals is in the amount of progress possible within the profession.

Although minimum and maximum salaries have increased slightly, the report states that maximum salaries "paid to teachers of longest experience and highest professional preparation" show a slightly greater percent of increase than salaries for beginning teachers. Moreover, it found a trend toward greater spread between salaries offered beginning teachers and salaries offered experienced teachers with superior preparation.

The NEA has long urged that a salary class maximum should be at least twice the minimum, but finds that salary schedules are still far from that goal.

Trail of Death

Fire left a $1.4 billion trail of death and destruction across the nation last year, the National Fire Protection Association reports. Compared with 1958, the value of property destroyed in 1959 increased by $160 million. Along with the property damage, 11,300 deaths by fire added up to the worst year since NFPA has been keeping records.

One hopeful sign: school and college fires decreased for the second consecutive year. The dollar cost of 3,800 school fires showed a 15 percent decrease from 1958, but total damage and destruction still exceeded $20 million.

Topping the list of building fire causes was defective or overheated cooking and heating equipment. Careless smoking and disposal of matches and defective or improperly used electrical wiring and equipment were other major causes.

(For more on this subject see "Maintenance," p. 50.)

Winterizing Your School

THIS MONTH'S PRODUCT PREVIEW

GAS HEATING

An interesting new booklet, "Gas Goes to School," shows how students can be kept comfortable winter as well as summer with all-year-round gas air conditioning. Such a system will cool the air in summer, heat it in winter, remove excess moisture in summer, add adequate moisture in winter, remove stale air and provide adequate fresh air ventilation at all times, remove air-borne dirt, and insure balanced distribution of the air with temperature thermostatically controlled. Cost figures are given for a compactly designed school with air conditioning and for a conventionally designed "finger plan" school without air conditioning. American Gas Association, 420 Lexington Ave., New York 17, N. Y.

Circle **OV-201** on reply card, last page

2-WAY SNOWTHROWER

Jari's 2-way Snowthrower features a rotary fan that changes direction at the same time the discharge chute is reversed. It is equally efficient whether throwing snow to the right

or left. This reversibility is advantageous when clearing snow along buildings and driveways or when the operator wants to throw snow with the wind to prevent blowback.

All operations of the new Jari can be done from behind the handlebars. Jari Products, Inc., 2938 Pillsbury Ave. S., Minneapolis 8, Minn.

Circle **OV-202** on reply card, last page

CHEMICAL DE-ICER

Propellant 49 melts ice and snow on contact, yet is safe and completely harmless to concrete, metal, carpeting and asphalt tile. The de-icer builds up tremendous heat energy when moisturized, melts up to 36 times faster than salt at 5 degrees F. and leaves no residue after the melting action. Harmless to grass, cement walks, bronze doors, ornamental grille work, and the hands of the operator. Pace Products, Inc., 1609 Washington, Kansas City 8, Mo.

Circle **OV-203** on reply card, last page

WEATHERSTRIPPING

Zero Adjustable Astragals accomplish better sealing against drafts by floor to ceiling contact between the flat inner surface of one astragal with a wool pile insert held securely in the other astragal by a specially designed channel. The insert, which will not pull or fall out, is removable. Now extruded in both aluminum and bronze, the Zero Astragals are easily adjusted by special high-tempered springs and screws located approximately 10″ on center. In surface, mortise and half-mortise types, each of the new Astragals is available with or without wool inserts. Zero Weather Stripping Co., Inc., 453 E. 136 St., New York 54, N. Y.

Circle **OV-204** on reply card, last page

BURNER-BOILER PACKAGE

The steam or hot water requirements of medium sized schools can be filled with one burner and one boiler in combination. The Whirl-Power comes in 12 different sizes, and can be fueled either by gas or oil or gas-oil, as desired.

This package generator comes assembled with the burner mounted and wired. Installation has been simplified by elimination of the conventional high boiler base and through a low water level. Iron Fireman Mfg. Co., 3170 W. 106 St., Cleveland 11, Ohio.

Circle **OV-205** on reply card, last page

SNOW PLOW

Gravely Tractors has a complete line of snow removal equipment: the

26″ Snowblower to clear away deep snow from streets and sidewalks; the 48″ Snowplow to roll snow from the paths of pedestrians and vehicles; the 38″ Power Brush for sweeping snow away; and the new Power Spreader for salt-sand. Gravely Tractors, Dunbar, W. Va.

Circle **OV-206** on reply card, last page

CORROSION CONTROL OF BOILERS

A safe, simple, non-toxic method of controlling corrosion and scale in boilers and hot water heating equipment has been developed by Butler Engineering Associates Inc. A complete line of cathodic protection devices are available for hot water from 100° F. to and including boiler pressures of 250 psig. Easy to install, they operate continuously and automatically regardless of changes in water analysis and demand load. Detailed brochure available on request. Butler Engineering Assoc., Inc., 7746 Ramsey Ave., Hillside, N. J.

Circle **OV-207** on reply card, last page

PRODUCT LITERATURE

Electric Heat

R&M-Hunter's Forced Air Baseboard Heater is the subject of this 6-page folder which points out features, gives specifications. Hunter Div., Robbins & Myers, Inc., Memphis 14, Tenn.

Circle **OV-301** on reply card, last page

Curtain Wall

"Thinlite Curtain Wall." Designed and engineered as a total wall for all sun exposures. Diffusion is excellent in all directions, brightness is well controlled, distribution of light is good. Nine ceramic colors can be used for dramatic accents. Kimble Glass Co., Owens-Illinois Sub., Owens-Illinois Building, Toledo 1, Ohio.

Circle **OV-302** on reply card, last page

Steam-Cooking Units

New four-page condensed catalog illustrates and describes Super Generator Steam-Chefs for operating extra steam equipment. Included are Steam-Chef and the all-new Steamcraft cabinet-enclosed steamer-kettle combinations as well as the "Handy-High" Receiver-Carrier to hold a stock-pot or cafeteria pan at work height. The Cleveland Range Co., 971 E. 63 St., Cleveland 3, Ohio.

Circle **OV-303** on reply card, last page

Television Systems

"Television Systems by Electron Corporation." Complete distribution and receiving facilities for closed-circuit and/or broadcast television reception are provided and installed by Electron, including specially designed TV receivers, antenna arrays, amplifiers, converters, outlets, wiring, etc. Electron Corp., P.O. Box 5570, Dallas, Tex.

Circle **OV-304** on reply card, last page

Microphones, Electronic Components

"Shure General Catalog 60A." More than 30 microphone models, accessories, high-fidelity components, magnetic recording heads, and replacement phono cartridges are described, with specifications and prices. Shure Bros., Inc., 222 Hartrey Ave., Evanston, Ill.

Circle **OV-305** on reply card, last page

School Nutrition

"Borden's School Nutrition Topics." School lunch managers will find this newspaper full of ideas on serving milk and cheese products in various ways. Contains recipes and articles of interest. The Borden Co., 350 Madison Ave., New York 17, N. Y.

Circle **OV-306** on reply card, last page

Glass Blocks and Modules

"PC Glass Blocks and Sculptured Glass Modules." Contains background information on glass blocks and features PC's newest contribution to this field—the Sculptured Glass Module. The design flexibility and functional advantages of these materials are discussed, along with a full-color spectrum showing the eleven colors available. Unusually beautiful effects are possible. Pittsburgh Corning Corp., One Gateway Center, Pittsburgh 22, Pa.

Circle **OV-307** on reply card, last page

Ceramic Facing Material

"CV Durathin" is a new ceramic facing material only 3/8" thick, produced in sizes up to a maximum of 18" × 24" on centers in a virtually unlimited choice of colors and textures. Low initial and installation costs due to thinness, light weight, and large unit sizes. Equally suitable for school exteriors and interiors. Federal Seaboard Terra Cotta Corp., 10 E. 40 St., New York 16, N. Y.

Circle **OV-308** on reply card, last page

Circle **OV-145** on reply card, last page

SLATE IS IN STYLE AGAIN

The modern trend in chalkboards is back to natural slate.

There are several reasons for its continuing — and growing — popularity:

- **Ageless in appearance**
- **Easy to maintain**
- **Maximum service at minimum cost**
- **So easy to write on and erase**
- **Above all, has unduplicated visibility**

Write for free booklets giving authoritative information on natural slate chalkboards for your school.

PENNSYLVANIA SLATE PRODUCERS GUILD, INC.
pen argyl, pennsylvania

sponsored by producers of Pyramid and Keystone American natural slate chalkboards

Use This Reader Service Card For More Information on Products and Services

The business reply card covers products and services referred to in both advertisements and editorial reviews in this issue. The key (OV number) is found above the advertisement or following the editorial listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

INDEX TO ADVERTISERS — December, 1960

Page

Advance Furnace Co., The 52
Agency—Associated Adv. Agency, Inc.

American City Bureau 12
Agency—Headen, Horrell, Wentzel, Inc.

Ariens Company 62
Agency—Geer-Murray Company

Audio Equipment Co., Inc. 51
Agency—Herbert Haines, Adv.

Baker-Roos, Inc. 23
Agency—Brennan W. Hart & Co.

Bangor Cork Company, Inc. 51

Bennett Manufacturing Company, Inc. 61
Agency—Bowman, Block & Fatin, Inc.

Bioscope Mfg. Co. 14

Brown Company, The M. D. 52
Agency—Wendt Advertising Agency

Buck Engineering Company, Inc. 8
Agency—Wehner Adv. Agency

Burke Company, J. E. 28
Agency—David Cummins & Assoc., Inc.

Central Scientific Co. 54
Agency—Marstellar, Rickard, Gebhardt and Reed, Inc.

Cramer Posture Chair Co., Inc. 16
Agency—Allmayer, Fox & Reikkin Agency, Inc.

Dependable Manufacturing Co. 62

Eastman Kodak Company 17
Agency—The Rumrill Company, Inc.

Farquhar Transparent Globes 60

Freedman Aircraft Engineering 29
Agency—Creative Adv. Agency

Georgia Wringer, Inc. 29
Agency—Denham and Company

FIRST CLASS
PERMIT NO. 250
SEC. 34.9 P. L. & R.
NEW YORK, N.Y.

BUSINESS REPLY CARD
No Postage Stamp Necessary If Mailed in the United States

POSTAGE WILL BE PAID BY

OVERVIEW
470 PARK AVE. SOUTH
NEW YORK 16, N. Y.

OVERVIEW — December, 1960
470 Park Ave. South, New York 16, N. Y.

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

ADVERTISEMENTS															EDITORIAL PRODUCT PREVIEW				
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	201	202	203	204	205
116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	206	207	301	302	303
131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	304	305	306	307	308

Also send literature on _____

NAME _____ TITLE _____

INSTITUTION _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

A

	Page
Hillyard Chemical Co. *Agency—Fardon Advertising, Inc.*	31
Holophane Company, Inc. *Agency—Wm. G. Seidenbaum & Co.*	3
Krueger Metal Products *Agency—Jack C. Wemple Adv.*	15
Laboratory Furniture Co., Inc. *Agency—Beecher Associates*	30
Masury-Young Co. *Agency—Hoag and Provandie, Inc.*	56
Meese, Inc. *Agency—Zimmer, McClaskey Adv.*	62
Mississippi Glass Company *Agency—Ralph Smith Adv. Agency*	18
Mitchell Rubber Products, Inc.	61
National System of Garage Ventilation, Inc. *Agency—The Biddle Co., Adv.*	62
Newcomb Audio Products Company *Agency—John S. Monses Adv.*	68
Nor-Lake, Inc. *Agency—Kerker-Peterson, Inc., Adv.*	59
Pennsylvania Slate Producers Guild *Agency—Meckes & Taylor Inc., Adv.*	66
Peterson & Co., Inc., Leonard *Agency—Engel Advertising, Inc.*	26
Radiant Manufacturing Corp. *Agency—Irving J. Rosenbloom Adv.*	58
Rauland-Borg Corporation *Agency—George Brodsky Adv., Inc.*	52
Royal McBee Corporation *Agency—Young and Rubicam, Inc.*	5
Sarkes Tarzian Inc. *Agency—H. L. Ross Adv.*	26
Science Electronics, Inc. *Agency—L. K. Frank Co., Adv.*	32
Sheldon Equipment Company, E. H. *Agency—Adex Advertising, Inc.*	9
Switchcraft, Inc. *Agency—Jacobson and Towne Adv.*	30
Sylvania Electric Products, Inc. *Agency—Wynn T. Sullivan Adv.*	10
Taylor Co., The Halsey W. *Agency—William Cohen Adv.*	27
United States Steel Window Wall Division 24, 25 American Bridge Division 67; 48, 49 *Agency—Batten, Barton, Durstine & Osborn, Inc.*	
Viewlex, Inc. *Agency—Marvel Advertising*	2
Warvel Products Corp. *Agency—Williams Advertising Design*	54

OVERVIEW December, 1960

470 Park Ave. South, New York 16, N. Y.

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

ADVERTISEMENTS

101	102	103	104	105	106	107	108	109	110	111	112	113	114	115
116	117	118	119	120	121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140	141	142	143	144	145

EDITORIAL PRODUCT PREVIEW

201	202	203	204	205
206	207	301	302	303
304	305	306	307	308

Also send literature on _____

_____

NAME _____ TITLE _____

INSTITUTION _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

B

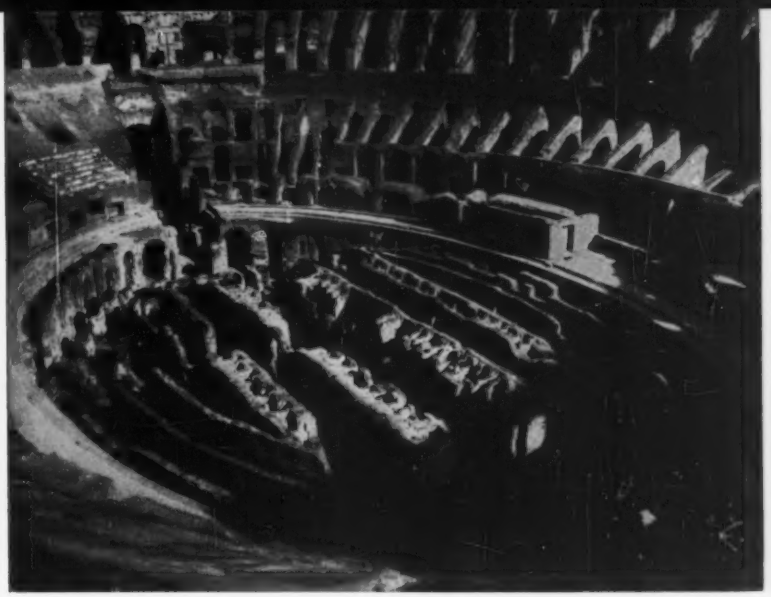
FIRST CLASS
PERMIT NO. 280
SEC. 34.9 P. L. & R.
NEW YORK, N.Y.

BUSINESS REPLY CARD
No Postage Stamp Necessary If Mailed in the United States

POSTAGE WILL BE PAID BY

OVERVIEW
470 PARK AVE. SOUTH
NEW YORK 16, N. Y.

This mark tells you
a product is made of
modern, dependable Steel.



Who bungled the Colosseum's seating plan ?

History tells us that the Colosseum was large enough to hold 100,000 spectators. Yet, there were only 87,000 seats. This meant standing room only for 13,000 foot-weary Romans. To make matters worse, the Colosseum was built too solid for expansion. ☐ Somebody fumbled the ball back in A.D. 80, but history can repeat itself. So, if you are planning to build a new stadium or to remodel your present one, be sure to look into USS AmBridge Standard Steel Grandstands—they're engineered to grow with your school. AmBridge Grandstands expand to any size quickly and economically. ☐ These rugged steel grandstands can be moved if necessary, and they adapt to ground contours without extensive grading. Incidentally, for facilities under the stands, our watertight steel plate decking makes a perfect roof for lockers, showers, classrooms, office space and concession booths. ☐ You'll find complete details in our 24-page booklet on AmBridge Standard Steel Stadiums. Write to our Pittsburgh Office for your free copy.

USS and AmBridge are registered trademarks

General Offices: 525 William Penn Place, Pittsburgh, Pa.

Contracting Offices in: Ambridge • Atlanta • Baltimore • Birmingham • Boston • Chicago • Cincinnati Cleveland • Dallas • Denver • Detroit • Elmira • Gary • Harrisburg, Pa. • Houston • Los Angeles Memphis • Minneapolis • New York • Orange, Texas • Philadelphia • Pittsburgh • Portland, Ore. Roanoke • St. Louis • San Francisco • Trenton • United States Steel Export Company, New York

American Bridge Division of United States Steel

USS

Circle **OV-103** on reply card, last page

NEWCOMB

pronunciator

MODEL AV-LSV

a new, compact, portable, economical language trainer

The Newcomb Pronunciator is a four-speed, variable-speed, compact phonograph with an earphone-microphone headset. It is designed primarily as a pronunciation comparator in foreign language teaching, but it will undoubtedly find many additional applications in libraries, laboratories, reading rooms, and other classrooms. The Pronunciator is an efficient teaching tool for pupils of all ages. When the student repeats a word into the microphone, he hears exactly how his voice sounds to others as well as how closely his pronunciation approximates that of the recorded voice. Circuit of vocal sound through microphone-amplifier-headphones in effect bypasses hearing through bone conduction – the usual means of subjective perception – and gives an accurate, objective representation of how the student's voice really sounds. There are separate volume controls for phono and microphone. The Pronunciator is equipped with the Newcomb Acra-Set tone arm lifter. This permits, with the curn of a knob, introduction of a pause between words and simplifies repetition of a passage. It also protects the record. The Pronunciator capitalizes on the advantages inherent in disc recordings – ready availability, low cost, and ease of operation. Virtually all students are already familiar with phonographs and will know how to operate the Pronunciator with only a minimum of instruction. Not only is the acquisition cost low, but the Pronunciator requires no architectural modification or expensive construction. Yet it is surprisingly versatile, has an input jack for audio signals from a tape recorder, radio, or teacher's amplifier, also has an output jack to teacher's monitor and an a.c. outlet for film projector. It requires little maintenance, is as ruggedly built and dependable as all Newcomb Audio equipment. It weighs just 12½ pounds, can be easily carried from one room to another or taken home for special assignments. It takes up little room in storage – measures 6⅝"x9⅜"x14¾". It plays any size record up to 12". Write for your free copy of Bulletin AV-11 which describes the Pronunciator in detail. Handy bid specifications are also available to qualified personnel.

NEWCOMB AUDIO PRODUCTS COMPANY, DEPT., S-12, 6824 LEXINGTON AVENUE, HOLLYWOOD 38, CALIFORNIA